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ABSTRACT

In August 1986, at the request of the Board of School Trustees of Nanaimo, British Columbia, a Secondary school Reorganization Task Force was established to develop an implementation plan for Grades 8-12 reorganization of four of the six secondary schools in School District 68. This report outlines how such reorganization would occur and what its implications would be. The various topics covered include: implications of grades 8-12 reorganization; proposed phase-in period; catchment areas and feeder systems; projected enrollments; school programs and course offerings; district programs and services; staffing considerations; resource needs; facilities and employment needs; costs and sources of funding; and recommendations. Included are 25 tables that display the data discussed. Also included are several appendices and a detailed summary of the task force's report. (DB)

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SECONDARY SCHOOL REORGANIZATION

TASK FORCE REPORT

FOR

THE BOARD OF SCHOOL TRUSTEES

JANUARY 1987

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SCHOOL DISTRICT NO. 68 (NANAIMO)

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EA 023 154

FOREWARD

At the request of the Board of School Trustees, a Secondary School Reorganization Task Force was established in August 1986 to develop an implementation plan for grades 8-12 reorganization of four of the six secondary schools in School District 68.

Membership of the Task Force included representation from each secondary school in the District, senior staff, the N.D.T.A., the S.L.C. Federation and the Board of School Trustees. Assisting the Task Force were several Sub Committees, each of which functioned for varying periods of time between September to December 1986.

The Task Force Report which follows is the cumulative result of many meetings, much discussion and extensive consultation over an extended period of time. It is the product of many people who have contributed a great deal of their time on behalf of the District. As Chairperson of the Task Force, it has been a pleasure to have worked with such a dedicated group of people, and it is a privilege to present on their behalf the Secondary School Reorganization Task Force Report.

Richard A. Borelli
Director of Secondary Instruction

TABLE OF CONTENTS

		Page
	FOREWARD	i
	LIST OF TABLES	iv
	ACKNOWLEDGEMENTS	v
1.0	INTRODUCTION	1
2.0	PREPARATION OF THE TASK FORCE REPORT	3
2.1	Tasks and Timelines	3
2.2	Sub Committees	4
3.0	HISTORICAL PERSPECTIVE	5
3.1	Secondary Organization in Nanaimo	5
3.2	Interest in Reorganization	5
3.3	Growing Trend Toward 8-12 Schools	7
4.0	IMPLICATIONS OF 8-12 REORGANIZATION	9
4.1	School Size	9
4.2	Perceived Advantages	10
4.3	Concerns	13
5.0	PROPOSED PHASE-IN PERIOD	15
6.0	CATCHMENT AREAS AND FEEDER SYSTEMS	17
6.1	Transportation Implications	20
7.0	PROJECTED SECONDARY SCHOOL ENROLMENTS	22
7.1	Cedar	23
7.2	John Barsby	24
7.3	Ladysmith	25
7.4	N.D.S.S.	26
7.5	Wellington	27
7.6	Woodlands	28
7.7	Summary of Projected Enrolments	29
7.8	Secondary School Size (Nanaimo - B.C.)	30

TABLE OF CONTENTS (cont'd)

		Page
8.0	SCHOOL PROGRAMMES AND COURSE OFFERINGS	32
8.1	Core Programme	32
8.2	Optional Courses	33
8.3	Projected Senior Course Offerings	35
8.4	Timetabling	37
9.0	DISTRICT PROGRAMMES AND SERVICES	38
9.1	Alternative Programmes	38
9.2	Career Preparation	38
9.3	District Scholarship Programme	38
9.4	French Immersion	39
9.5	International Baccalaureate	41
9.6	Special Education Services	41
10.0	STAFFING CONSIDERATIONS	43
10.1	Qualifications	43
10.2	Transfers	43
10.3	Early Retirement Incentive Plan	44
10.4	Staffing Levels	44
10.5	Teacher Preparation Load	46
10.6	Support Staff	46
10.7	Professional Development	47
11.0	RESOURCE NEEDS	50
11.1	Textbooks	50
11.2	Library Books and Audio-Visual Materials	52
11.3	Programme Resources	52
12.0	FACILITIES AND EQUIPMENT NEEDS	54
12.1	Facilities	55
12.2	Equipment	57
13.0	COSTS AND SOURCES OF FUNDING	58
14.0	SUMMARY	63
15.0	RECOMMENDATIONS	65

LIST OF TABLES

		Page
Table 1:	Present and Proposed Secondary School Organization. .	1
Table 2:	Task Force Tasks and Timelines	3
Table 3:	Secondary School Organization in B.C. Between 1973-85	7
Table 4:	Trend Toward 8-12 Schools in B.C.	8
Table 5:	Proposed Two-Year Phase-In Schedule	15
Table 6:	Secondary School Capacities and Current Enrolments. .	17
Table 7:	Proposed Feeder School Changes	18
Table 8:	Proposed Secondary School Catchment Areas	19
Table 9:	Projected Enrolment - Cedar	23
Table 10:	Projected Enrolment - John Barsby	24
Table 11:	Projected Enrolment - Ladysmith	25
Table 12:	Projected Enrolment - N.D.S.S.	26
Table 13:	Projected Enrolment - Wellington	27
Table 14:	Projected Enrolment - Woodlands	28
Table 15:	Summary of Projected Enrolments	29
Table 16:	Secondary School Size (Nanaimo - B.C.)	31
Table 17:	The Core Programme	33
Table 18:	Optional Courses	34
Table 19:	Projected Senior Course Offerings	36
Table 20:	Professional Development Plan	48
Table 21:	Estimated Textbook Costs	50
Table 22:	Estimated Programme Resource Costs	53
Table 23:	Estimated Equipment Costs	57
Table 24:	Summary of Costs and Sources of Funding	59
Table 25:	1987-88 and 1988-89 Capital Expense Costs	60

ACKNOWLEDGEMENTS

SECONDARY SCHOOL REORGANIZATION TASK FORCE

Rick Borelli	Director of Instruction	District Staff	- Chairperson
Pat Bryan	Principal	John Barsby Junior Secondary	
Ray Gullison	Teacher	Wellington Junior Secondary	
Laurie Hedberg	Teacher	N.D.S.S.	
Peter McCue	Teacher	N.D.T.A. Executive	
Bruce Mitchell	Principal	Cedar Junior Secondary	
Gerry Montgomery	Principal	Ladysmith Community	
Jeet Purhar	Teacher	Woodlands Junior Secondary	
Bob Slobodian	Trustee	Board of School Trustees	
Julia Wynand	Parent	S.L.C. Federation Executive	

TASK FORCE SUB COMMITTEES

ENROLMENT COMMITTEE

Rick Borelli	Director of Instruction	District Staff	
Pat Bryan	Principal	John Barsby Junior Secondary	- Chairperson
Tom Krall	Director of Instruction	District Staff	
Jeet Purhar	Teacher	Woodlands Junior Secondary	
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FACILITIES AND EQUIPMENT COMMITTEE

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Laurie Hedberg	Teacher	N.D.S.S.	
Corky Jossul	Teacher	John Barsby Junior Secondary	
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Mayta Ryn	Teacher	Ladysmith Community	
Bob Saunders	Teacher	Wellington Junior Secondary	
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Ray Kocher	Assistant Principal	Woodlands Junior Secondary	- Chairperson
Dale Leopkey	Director - Special Services	District Staff	
Paul Schmidt	Resource Teacher	District French Programmes	
Ray Ward	Teacher	John Barsby Junior Secondary	
Julia Wynand	Parent	S.L.C. Federation Executive	

STAFFING COMMITTEE

Andy Bohay	Principal	Wellington Junior Secondary	
Les Dickason	Coordinator	District Staff	- Chairperson
Ray Gullison	Teacher	Wellington Junior Secondary	
Randy LaBonte	Assistant Principal	Cedar Junior Secondary	
Peter McCue	Teacher	N.D.T.A. Executive	

1.0 INTRODUCTION

In April 1986, the Board of School Trustees directed Senior Staff to prepare an implementation plan for grades 8-12 reorganization of the following schools: John Barsby Junior, Nanaimo District Senior, Wellington Junior and Woodlands Junior Secondary Schools.

PRESENT ORGANIZATION Grades	School	PROPOSED ORGANIZATION Grades
8 9 10	Cedar	8 9 10
8 9 10	John Barsby	8 9 10 11 12
8 9 10 11 12	Ladysmith	8 9 10 11 12
11 12	N.D.S.S.S.	8 9 10 11 12
8 9 10	Wellington	8 9 10 11 12
8 9 10	Woodlands	8 9 10 11 12

Table 1: Present and Proposed Secondary School Organization.

In May 1986, the Superintendent of Schools provided notice that a Task Force would be formed to develop a secondary school reorganization plan. Those interested in serving on such a Task Force were asked to notify the Superintendent.

In August 1986, a Task Force was established under the chairmanship of Rick Borelli, Director of Secondary Instruction. With the directive of the Board of School Trustees as its mandate, the Task Force has prepared a Secondary School Reorganization Task Force Report, with September 1987 as the target date for implementation of grades 8-12 reorganization of the above-mentioned schools.

The Task Force Report represents the cumulative result of many meetings, much discussion and extensive consultation over a four-month period between September to December 1986. In early September, tasks and timelines were defined, and Sub Committees were established to study specific issues related to enrolment, facilities, programmes and staffing. In early October, the Education Committee of the Board held a public meeting to advise the community of the Board's interest in secondary school reorganization and to provide the opportunity for public input. In late October, a Task Force Update was circulated providing a progress report to all schools and parent groups within the District. In late November and early December, further progress reports were provided by way of presentations at school staff meetings and School Liaison Committee parent meetings.

In preparing its Report, the Task Force has collected and considered information from a wide variety of sources, both within the District and throughout the province. Within the District, Task Force and Sub Committee members have consulted with district staff, school administrators, department heads, individual teachers and teacher groups and support staff personnel. Beyond the District, Task Force members have researched recent secondary school reorganization in several other districts, have visited several recently reorganized secondary schools, have consulted with some 20 different schools enrolling grades 8-12 students in more than a dozen different districts, and have had on-going discussions with officials within the Ministry of Education.

2.0 PREPARATION OF THE TASK FORCE REPORT

At the request of the Board of School Trustees, the Secondary School Reorganization Task Force was established in August 1986:

> To prepare an implementation plan for grades 8-12 reorganization of the following secondary schools: John Barsby, N.D.S.S., Wellington, Woodlands.

Further to the above, the Task Force Report was to be presented to the Board of School Trustees in January 1987, with reorganization to commence in September 1987.

2.1 TASKS AND TIMELINES

To prepare such a Report and fulfill such a mandate, the Task Force established the following as its tasks and timelines between September - December 1986.

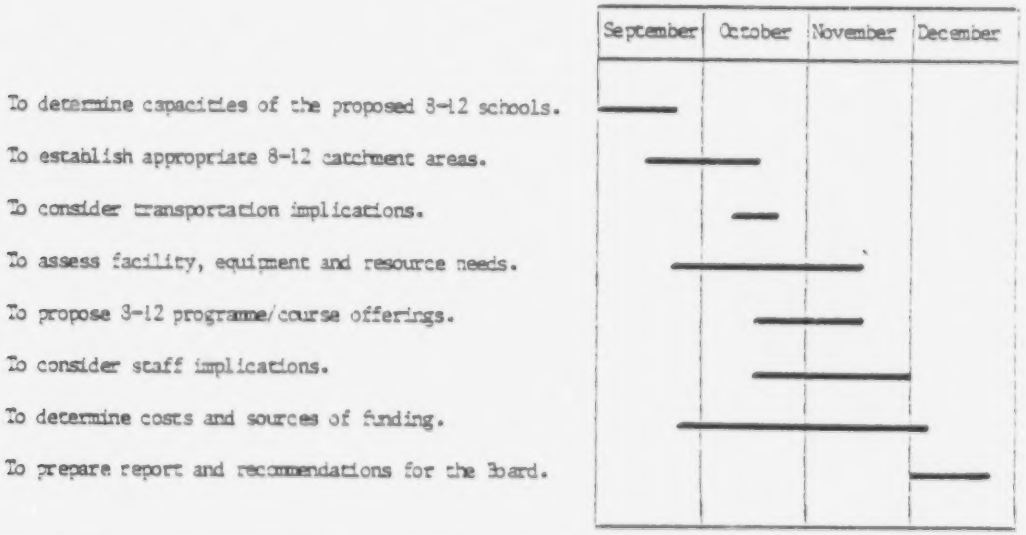

September
October
November
December
To determine capacities of the proposed 8-12 schools.
To establish appropriate 8-12 catchment areas.
To consider transportation implications.
To assess facility, equipment and resource needs.
To propose 8-12 programme/course offerings.
To consider staff implications.
To determine costs and sources of funding.
To prepare report and recommendations for the Board.

Table 2: Task Force Tasks and Timelines.

2.2 SUB COMMITTEES

To assist the Task Force in its efforts, Sub Committees were established to study specific issues related to reorganization.

2.2.1 ENROLMENT COMMITTEE

- To determine functional/recommended capacities of each of the proposed 8-12 schools.
- To recommend 8-12 catchment areas/feeder systems based on 7-year enrolment projections.
- To consider transportation implications of reorganization in general and catchment area changes in particular.

2.2.2 FACILITIES COMMITTEE

- To assess existing facilities and equipment within the District.
- To determine minimum/essential facility and equipment requirements at each of the proposed 8-12 schools.

2.2.3 PROGRAMMES COMMITTEE

- To propose core and optional 8-12 programme offerings.
- To recommend placement/location of special education and district programmes.
- To determine textbook, library and other resource needs in each of the proposed 8-12 schools.

2.2.4 STAFFING COMMITTEE

- To assess existing staff qualifications and experience within the District relative to projected staffing needs at each of the proposed 8-12 schools.
- To consider staffing needs with respect to professional development/in-service.
- To consider staffing implications of reorganization, both in preparation for it and after it has been accomplished.

3.0 HISTORICAL PERSPECTIVE

3.1 SECONDARY ORGANIZATION IN NANAIMO

Prior to 1930, secondary organization in Nanaimo consisted of grades 9-12 in one school. In 1930, that school became a grades 7-9 school, with grades 10-12 students moved to another location.

Notwithstanding the construction of N.D.S.S., Woodlands and John Barsby in the 1950's, the 6-3-3 system initiated in 1930 endured unaltered until 1964. During those 34 years, school organization consisted of 6 grades at elementary, 3 grades at junior secondary and 3 grades at senior secondary. Secondary schools were organized on a grades 7-9 and 10-12 basis.

In 1964, grade 7 students were returned to the elementary schools, not only in Nanaimo but throughout the province. At the same time and to relieve pressure of increased enrolment at the senior school, Woodlands began to enrol grade 10 students. In the late 1960's, Wellington and Cedar were built; by 1970, population pressures forced the last grade 10's from N.D.S.S., resulting in the 7-3-2 system which has remained to the present time.

3.2 INTEREST IN REORGANIZATION

The amalgamation of the Nanaimo-Ladysmith School Districts brought the first 8-12 secondary school into the District in 1972. While Ladysmith Secondary remains an exception to the 7-3-2 system, there has been ongoing and growing interest in grades 8-12 reorganization for a number of years.

In 1978, a Task Force was established to study several grade organization alternatives. Due to the projected costs of

reorganization to any of the proposed alternatives, and the fact that no single alternative emerged as being strongly preferred over any other, the Task Force Report to the Board made "no recommendation for change" at that time.

In 1979, senior staff were asked to develop a secondary school reorganization plan that would enable at least one additional secondary school in the District to enrol grades 8-12 students. As the restructuring of any one of the existing junior secondaries would have resulted in a low and distorted grade 8, 9 and 10 enrolment at N.D.S.S., staff recommended a plan that would provide for grades 8-12 at N.D.S.S. and at the three large junior secondaries: Barsby, Wellington and Woodlands.

In 1980, significant changes were noted in projected enrolment, particularly in the Wellington catchment area. In light of such forecasts, it was felt that the mid 1980's would see the need for construction of a new grades 8-12 school in the northern part of the District. In its "revised" Report to the Board, senior staff recommended both the construction of a new secondary school and grades 8-12 reorganization of Wellington prior to reorganization of the remaining secondary schools.

By 1982, previously projected enrolment increases had been negated by recession, and consideration of reorganization pre-empted by Restraint.

In 1986, interest in secondary reorganization was rekindled, with the Board directing senior staff to prepare an implementation plan for grades 8-12 reorganization of four of the six secondary schools within the District. This directive provided the mandate for the present Secondary School Reorganization Task Force.

3.3 GROWING TREND TOWARD 8-12 SCHOOLS

While the junior secondary school appeared in B.C. as an innovation in the late 1920's, and the "split system" found its way to Nanaimo by 1930, some districts have never departed from the full secondary school system. A prime example is Vancouver, the largest school district in the province. Prior to 1964, virtually all secondary schools in Vancouver enrolled grades 7-12 students; since then, grades 8-12 students.

Since the mid 1970's, there has been ongoing and growing interest in secondary school reorganization, not only in Nanaimo but throughout the province. Of particular note is the significant shift toward grades 8-12 organization during the past 12 years. The following table illustrates that, while the total number of secondary schools increased by only 14 during the 12-year period between 1973-1985, the grade organization of secondary schools had changed dramatically during the same time period.

Grade Organization	1973	74	75	76	77	78	79	80	81	82	83	84	85	Period
11-12	24	23	24	24	23	23	25	28	29	23	20	14	14	-10 schools
9-10	121	121	121	117	119	119	114	116	112	104	95	86	83	-38 schools
8-12	115	123	125	132	141	146	151	148	151	163	166	178	177	+62 schools
Number of Schools	260	267	270	273	283	288	290	292	292	290	281	278	274	+14 schools

Table 3: **Secondary School Organization in B.C. between 1973-1985.**
(Source: Ministry of Education)

Both Table 3 and Table 4 indicate a growing and significant trend toward grades 8-12 organization throughout the province. Of the 274 B.C. schools enrolling secondary students in 1985, 177 or 65% of them were 8-12 schools, 83 or 30% were 8-10 schools, and only 14 or 5% were 11-12 schools.

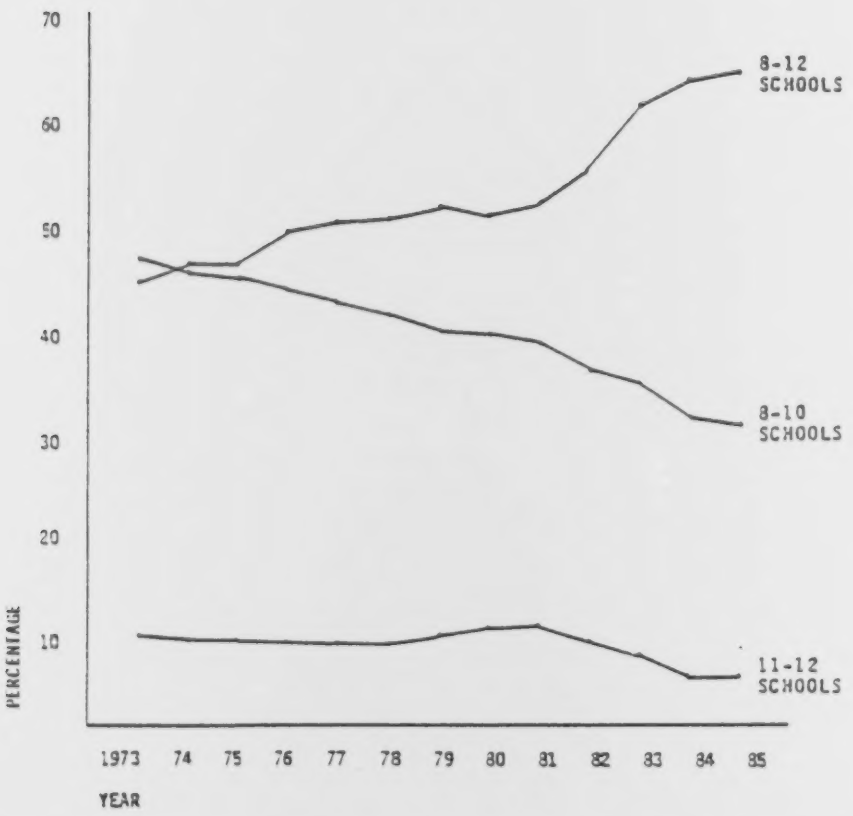


Table 4: **Trend Toward 8-12 Schools in B.C. between 1973-1985.**
(Source: Ministry of Education)

4.0 IMPLICATIONS OF 8-12 REORGANIZATION

4.1 SCHOOL SIZE

There has been interest in 8-12 reorganization within the District for some years. Part of that interest has related to concern regarding the size of N.D.S.S. While "optimum size" of a secondary school may be an arguable point, several districts--including Nanaimo--have established policies limiting the size of any newly constructed secondary school to approximately 1,000 students. At present, there are nearly 1,700 students enrolled at N.D.S.S., with five portable classrooms situated at the school. While 8-12 reorganization would result in a certain number of grade 8-10 students being added at N.D.S.S., it would result in an even larger number of grade 11-12 students being distributed among the other three schools. The net result would be a significantly reduced enrolment at N.D.S.S. and increased enrolments at the other three 8-12 schools.

In 1985, the Ministry of Education published a 26-page discussion paper, entitled Secondary School Size and Internal Organization. Citing some 70 bibliographic sources, the article offered evidence to suggest that:

- student achievement does not appear to be significantly influenced by school size, once a school has reached several hundred students;
- the breadth/variety of curriculum offerings increases with school size but only up to 1000 students, beyond which point larger schools tend simply to offer "more of the same";
- teachers' knowledge of students and the quality of teacher-student relationships tend to be inversely

related to school size, with such factors being negatively affected as schools become larger;

- a greater percentage of students participate in extra-curricular offerings in smaller schools than in larger schools;
- per pupil cost of education decreases with school size, but only up to 800 students, beyond which point there appears to be little further decrease in per pupil cost.

4.2 PERCEIVED ADVANTAGES

There has been a significant trend toward the return of grades 8-12 secondary schools throughout the province. The Task Force is aware of at least 12 districts in which grades 8-12 reorganization has recently occurred, and at least four other districts in which it is presently being considered. In examining this trend, the Task Force has consulted extensively with the Ministry of Education as well as with many schools and districts throughout the province. As a result of such consultation, the Task Force offers the following as a summary of the perceived advantages of grade 8-12 organization:

4.2.1 Greater continuity of educational programmes.

In an 8-12 school, teachers are better aware of and have greater influence on "what comes before and what comes next". This is of particular importance in the core area courses. Teachers assume total responsibility for their students' secondary education from grades 8 through 12. Counsellors can likewise provide educational, career/vocational and personal counselling to the same students over a five-year period. Students, for their part, become more aware of the total programmes and services available.

4.2.2 Easier transition between junior and senior grade levels.

In an 8-12 school, students are afforded better opportunities to advance and/or to make up course deficiencies without being separated from their peer group.

4.2.3 Enhanced student-teacher-parent relationships.

In an 8-12 school, teachers and counsellors are better able to get to know students and parents and, as a result, able to establish better working relationships with them. In turn, students and parents are able to develop an increased sense of belonging and a stronger identity with the school. The development of such relationships serves to enhance school climate, with particular benefit at the senior level.

4.2.4 Greater opportunities for development of student leadership.

In an 8-12 school, senior students often provide positive leadership and role modelling for junior students who tend to look up to their more mature counterparts for such guidance and direction. As leadership skills develop in the junior grades, greater opportunities exist for utilization of those skills in several 8-12 schools than would be the case in a single large senior secondary school.

4.2.5 Greater opportunities for student participation in intramural and extra-curricular activities.

Each of the four junior secondaries offers a sufficient number of clubs and teams to accommodate interested participants. When these students feed into a single senior secondary, however, opportunities for continued participation are significantly reduced.

4.2.6 Greater flexibility in placement of students with specific needs, both educational and otherwise.

A five-year secondary system facilitates a more continuous analysis and long-term monitoring of individual problems and a better opportunity to structure and adjust programmes accordingly. The student drop-out rate could well be reduced, with potential drop-outs more apt to stay in familiar surroundings where their individual needs are being met.

4.2.7 Increased opportunities for staff professional development.

In an 8-12 school, teachers are able to experience greater variety in their teaching assignments. Teaching courses at both the junior and senior levels provides teachers with a broader vision and better appreciation of both programme and pupil needs.

4.2.8 Greater opportunities for enhanced teacher morale.

In an 8-12 school, a wider variety of courses and grade levels are available than in an 8-10 or an 11-12 school. Similarly, transfers between 8-12 schools would be more acceptable and attainable than is presently the case between junior and senior secondaries. In a split 8-10 and 11-12 system, the transfer process is typically a "one-way street" which tends to create perceptions of elitism and can foster feelings of resentment within a district.

4.2.9 Greater opportunities for each secondary school to develop and serve the needs of its own "community".

In an 8-12 school, there is single-school responsibility for students; single-school accountability to parents. In an 8-12 school, too, there are fewer students per grade than in an 8-10 or 11-12 school of comparable size. This

being the case, the 8-12 school will usually draw from a more localized catchment/attendance area. With its intake of students from a more localized area, with its continuous contact with its constituent groups over a five-year period, the 8-12 school is better able to develop a "secondary school community" than either its 8-10 or 11-12 counterpart.

4.3 CONCERNS

While the Task Force sees many advantages, it would be misleading to suggest that secondary reorganization would not be without some accompanying problems or concerns. The following are offered not as disadvantages of 8-12 organization, but rather as potential problems and/or concerns related to reorganization.

4.3.1 Resistance to change.

Probably the single major constraint or inhibiting factor mitigating against any change is resistance to change itself.

4.3.2 Reduction in senior programme/course offerings.

It is frequently suggested that the 8-12 school can not offer as many courses to its senior students as can its 11-12 counterpart. To some degree this is true. Obviously, school size is of considerable significance with respect to variety of curriculum offerings.

4.3.3 Less specialization and increase in teacher preparation.

While the potential exists for a greater variety in teaching assignments in the 8-12 school, the potential also exists for staff expertise to be spread more widely across a given subject area or even beyond it to other subject areas.

4.3.4 Revised catchment/attendance areas.

In order to accommodate senior grades at the junior secondary schools and junior grades at N.D.S.S., catchment areas will need to be redefined. As part of the reorganization process, certain elementary schools will need to become part of the N.D.S.S. catchment area or feeder system. At the same time, because of limited capacities at the junior secondary schools, students presently attending those schools, but residing in the newly-defined N.D.S.S. catchment area, will have to transfer to N.D.S.S.

4.3.5 Costs.

There can be no denying that there will be certain costs associated with reorganization of our secondary schools. With the full impact of Restraint not yet behind us, any costs associated with reorganization will be of considerable concern.

4.3.6 Maintenance of Equity Throughout the District.

As schools are equipped/upgraded to offer 8-12 programmes, perceptions may exist that reorganization is being accomplished at the expense of other schools or services within the District.

5.0 PROPOSED PHASE-IN PERIOD

Subject to approval by the Board of School Trustees, secondary school reorganization could be accomplished over a two-year period. Under such a plan, preparations would begin in February or March 1987, with implementation occuring during the 1987-88 and 1988-89 school years.

The suggested preparation period may seem like a short time in which to equip schools and prepare staffs in readiness for September 1987. Indeed, much will need to be accomplished during that time. However, much has already been accomplished: principals have already begun considering timetable alternatives for next year should schools be reorganized on an 8-12 basis; equipment, textbook, library and resource needs have been determined; staffing needs have been considered; and sources of funding have been identified.

RECOMMENDATION 1

That grades 8-12 reorganization in School District 68 be implemented over a two-year period, with Phase I occurring during the 1987-88 school year and Phase II occurring during the 1988-89 school year.

1986-87	School	Phase I 1987-88	Phase II 1988-89
8 9 10	John Barsby	8 9 10 11	8 9 10 11 12
11 12	N.D.S.S.	8 9 10 11 12	8 9 10 11 12
8 9 10	Wellington	8 9 10 11	8 9 10 11 12
8 9 10	Woodlands	8 9 10 11	8 9 10 11 12

Table 5: Proposed Two-Year Phase-In Schedule.

In making this recommendation, the Task Force is proposing that students presently in grade 11 at N.D.S.S. be allowed to complete their grade 12 at N.D.S.S. While proposing that grades 11 and 12 be added sequentially at each of the three junior secondaries, the Task Force proposes that grades 8-10 be introduced in the first year at N.D.S.S. Any partial phase-in of junior grades at N.D.S.S. would result in an unnecessarily distorted grade distribution at that school and, at the same time, would result in overcrowding at the three other schools.

6.0 CATCHMENT AREAS AND FEEDER SYSTEMS

In order to accommodate senior grades at the three junior secondary schools and junior grades at N.D.S.S., existing catchment areas will need to be redefined. In addressing this issue, the Task Force first determined the recommended or functional capacity of each secondary school within the District, and then considered district-wide 8-12 enrolment projections over a seven-year period, student attrition/ drop-out rates, and transportation implications.

	Cedar	John Barsby	Ladysmith	N.D.S.S.	Wellington	Woodlands	Total Secondary
Functional Capacity	325	875	600	1700	850	900	5250
Current Enrolment	293	683	523	1690	766	682	4637

Table 6: Secondary School Capacities and Current Enrolments.

The functional school capacities cited above are based on local and recommended practices. According to Ministry standards, maximum capacities would be some 15% higher. Regardless, it can be seen from the above that there is considerable room for more students at the three junior secondaries being proposed for 8-12 restructuring: John Barsby, Wellington and Woodlands.

Notwithstanding the availability of space, not all of the elementary schools presently feeding into the three junior secondaries can continue to do so. The most obvious reason of course is that as N.D.S.S. becomes an 8-12 school, it will need an elementary feeder system of its own.

In considering which elementary schools should remain within their present feeder system and which should become part of the N.D.S.S. or an alternative feeder system, the Task Force attempted:

- to consider the implications of current enrolment projections upon all secondary schools, including Cedar and Ladysmith.
- to establish feeder systems which, based on current enrolment projections, would not likely need to be redefined for at least five years.
- to ensure a relatively balanced distribution of students throughout grades 8-12 within a school.
- to maintain secondary catchment areas by feeder school designation rather than by geographic boundary.
- to facilitate as many "walk-in" secondary schools as possible, realizing that such would not be possible for all students attending N.D.S.S.

RECOMMENDATION 2

That, as of September 1987, secondary school catchment areas will be redefined to accommodate the following changes:

Elementary School	From (1986)	To (1987)
Chase River	Barsby/Cedar	Cedar
Fairview	Barsby	N.D.S.S.
Gabriola	Barsby	N.D.S.S.
Hammond Bay	Woodlands	N.D.S.S.
Mountain View	Woodlands	N.D.S.S.
Pleasant Valley	Wellington	N.D.S.S.
Seaview	Wellington	N.D.S.S.
Waterloo	Cedar	Ladysmith

Table 7: Proposed Feeder School Changes.

From the above, it can be seen that the proposed N.D.S.S. feeder system would consist of six elementary schools: Fairview, within short distance, and five other schools, all which are presently bussed into their respective junior secondaries and would continue to be bussed, but into N.D.S.S. effective September 1987.

The proposed changes with respect to Chase River and Waterloo would eliminate the "split feed-out" from those schools and, at the same time, would help to address projected enrolment decline at Cedar and Ladysmith secondary schools.

RECOMMENDATION 3

That, as of September 1987, all students residing in the attendance area of a school designated as a feeder school for a particular secondary school will attend their assigned/designated secondary school.

Cedar	John Barsby	Ladysmith	N.D.S.S.	Woodlands	Wellington
Chase River	Bayview	Davis Road	Fairview	Brechin	Mt. Benson
N. Cedar	Brechin (FI)	Diamond	Gabriola	Cilaire	Rock City
S. Wellington	Georgia Ave.	Ladysmith Int.	Hammond Bay	Departure Bay	Rutherford
Woodbank	Quarterway (FC)	Ladysmith Pri.	Mt. View	Dufferin Cr.	Uplands
	Harewood (FI)	N. Oyster	Pl. Valley	Forest Park	
	Park Avenue	Waterloo	Seaview	Pr. Anne	
	P. Haarer (FI)			Quarterway	
	Pr. Royal		CEDAR		

Table 8: Proposed Secondary School Catchment Areas and Feeder Schools.

By way of example, implementation of Recommendation 3 would occur as follows:

Example 1: A grade 7 student presently attending Pleasant Valley Elementary will enrol in grade 8 at N.D.S.S. in September 1987.

Example 2: A grade 8, 9 or 10 student presently attending Wellington, but who had formerly attended Pleasant Valley and was still residing in the Pleasant Valley attendance area, will enrol in the subsequent grade, be it 9, 10 or 11 at N.D.S.S. in September 1987.

Note: Exceptions to Example 2 would be made for grade 8 and 9 students at Barsby who had formerly attended Chase River, and for grade 8 and 9 students at Cedar who had formerly attended Waterloo. Provision would be made for Chase River students currently attending Barsby so as not to have them moved in rapid succession from Barsby to Cedar to N.D.S.S. To alleviate such a situation for these students, it is proposed that they will remain at John Barsby through to grade 12.

In the case of the Waterloo students presently attending Cedar, it is proposed that they complete grade 10 at Cedar prior to moving on to grade 11 at Ladysmith. Such a situation would help sustain an adequate enrolment at Cedar until such time as the Chase River feed-in is fully realized.

6.1 TRANSPORTATION IMPLICATIONS

In considering both the proposed catchment area/feeder system changes as well as the proposed two-year phase-in schedule, the Transportation Department indicates that transportation can continue to be provided with the existing number of buses on hand.

During the first year of implementation when all grade 12 students--except those attending Ladysmith--will continue to feed into N.D.S.S. from all parts of the District, several double/ multiple bus runs will likely be added to those currently in existence.

During the second year of implementation and from that point on, transportation scheduling would be much improved. All grades 8-12 students at Barsby and Woodlands would be within walking distance of their schools; all grades 8-12 students at Wellington--except those from the Rutherford attendance area--would be within walking distance of Wellington. With fewer number of students requiring transportation and fewer areas of the District to service, bus scheduling would be greatly facilitated and the number of multiple bus runs would be reduced.

7.0 PROJECTED SECONDARY SCHOOL ENROLMENTS

As indicated previously, junior secondary students, having formerly attended and/or presently residing in the attendance area of a newly-designated N.D.S.S. feeder school, would be required to enrol at N.D.S.S. in September 1987. The transfer of such students to N.D.S.S. is both by design and of necessity. On the one hand, such transfers would facilitate a balanced enrolment distribution at the junior grade levels at N.D.S.S. This balance would be achieved immediately, rather than taking two or three years to complete. At the same time, and of equal consequence, such transfers would alleviate overcrowding at the junior secondaries, overcrowding which would occur even in the first year of implementation and would be compounded in subsequent years. (By way of example, see Appendix I.)

The following tables in this section of the Report are based on the proposed catchment areas and feeder systems outlined in the previous section, and illustrate projected enrolments at each of the six secondary schools within the District. The projections are based on current enrolment data projected over a seven-year period, with student attrition/drop out rates based on the previous five years' rates. Details with respect to student transfers to N.D.S.S. and exceptions regarding Chase River students at John Barsby and Waterloo students at Cedar have been taken into account.

7.1 CEDAR

Feeder Schools

Chase River (Extension)
North Cedar
South Wellington
Woodbank

K	1	2	3	4	5	6	7
89	103	101	102	85	99	86	111

Cedar
(Recommended Capacity = 325)

	1986	1987	1988	1989	1990	1991	1992	1993
Grade 8	81	111	86	99	85	102	101	103
9	108	79	108	84	97	83	99	98
10	98	104	77	105	82	95	81	97
11								
12								
Sp	6	6	6	6	6	6	6	6
Total	293	300	277	294	270	286	287	304

Table 9: Projected Enrolment - Cedar

7.2 JOHN BARSBY

Feeder Schools

Bayview
Brechin (French Immersion)
Georgia Avenue
Quarterway (French Cadre)
Harewood
Park Avenue
Pauline Haarer (French Immersion)
Princess Royal

K	1	2	3	4	5	6	7
210	236	227	198	198	195	170	142

John Barsby
(Recommended Capacity = 875)

	1986	1987	1988	1989	1990	1991	1992	1993
Grade 8	245	142	170	195	198	198	227	236
9	226	167	135	161	185	188	188	215
10	197	155	158	127	152	175	178	178
11		135	147	149	120	144	165	168
12			128	139	141	114	136	156
Sp	15	15	15	15	15	15	15	15
Total	683	599	753	786	811	834	909	968

Table 10: Projected Enrolment - John Barsby

7.3 LADYSMITH

Feeder Schools

Davis Road
Diamond
Ladysmith Primary
Ladysmith Intermediate
North Oyster
Waterloo

K	1	2	3	4	5	6	7
121	134	113	140	117	126	114	114

Ladysmith
(Recommended Capacity = 600)

	1986	1987	1988	1989	1990	1991	1992	1993
Grade 8	90	114	114	126	117	140	113	134
9	93	87	111	111	122	114	136	110
10	110	90	85	108	108	119	111	132
11	100	*127	*113	*92	106	106	116	108
12	120	98	125	111	90	104	104	113
Sp	10	10	10	10	10	10	10	10
Total	523	526	558	558	553	593	590	607

Table 11: **Projected Enrolment - Ladysmith**
(N.B. *additional enrolment at grade 11 results from Cedar Junior Secondary)

7.4 N.D.S.S.

Feeder Schools

Fairview
Gabriola
Hammond Bay
Mountain View
Pleasant Valley
Seaview

K	1	2	3	4	5	6	7
181	244	216	209	212	192	178	177

N.D.S.S.
(Recommended Capacity = 1700)

	1986	1987	1988	1989	1990	1991	1992	1993
Grade 8	-	177	178	192	212	209	216	244
9	-	186	182	179	192	209	213	215
10	(IB)26	187	186	182	179	192	209	213
11	855	*237	*266	*254	*287	*261	*287	*290
12	780	800	237	266	254	287	261	287
Sp	29	29	29	29	29	29	29	29
Total	1690	1615	1078	1102	1153	1187	1215	1278

Table 12: **Projected Enrolment - N.D.S.S.**
(N.B. Attrition not considered beyond 1987; *additional enrolment at grade 11 results from Cedar Junior Secondary)

7.5 WELLINGTON

Feeder Schools

Mount Benson
Rock City
Rutherford
Uplands Park

K	1	2	3	4	5	6	7
171	183	185	177	183	176	172	184

Wellington
(Recommended Capacity = 850)

	1986	1987	1988	1989	1990	1991	1992	1993
Grade 8	242	184	172	176	183	177	185	183
9	273	168	180	171	172	177	179	181
10	237	190	164	176	164	167	173	168
11		165	185	160	171	160	163	169
12			161	181	156	167	156	159
Sp	14	14	14	14	14	14	14	14
Total	766	721	876	879	861	858	861	869

Table 13: Projected Enrolment - Wellington

7.6 WOODLANDS

Feeder Schools

Brechin
Cilaire
Departure Bay
Dufferin Crescent
Forest Park
Princess Anne
Quarterway

K	1	2	3	4	5	6	7
201	156	146	172	199	180	155	206

Woodlands
(Recommended Capacity = 900)

	1986	1987	1988	1989	1990	1991	1992	1993
Grade 8	227	206	155	180	199	172	146	156
9	237	169	195	147	176	188	162	139
10	208	178	160	185	139	167	179	154
11		155	169	151	175	131	158	170
12			147	160	142	165	124	149
Sp	10	15	15	15	15	15	15	15
Total	682	713	841	838	846	838	784	783

Table 14: Projected Enrolment - Woodlands

7.7 SUMMARY OF PROJECTED ENROLMENTS

The following table provides a summary of total school enrolment projections for each of the proposed 8-12 schools. As can be seen, Barsby may begin to experience overcrowding by 1992 or 1993. As a result, it may be both necessary and appropriate at that time to phase the secondary French Immersion program out of Barsby and into N.D.S.S. It may also be necessary to add a portable classroom at Wellington in 1988; no additional requirements however would appear necessary at this or at any of the other schools until at least beyond 1993.

School	Grades	Capacity	1987	1988	1989	1990	1991	1992	1993
John Barsby	8-12	(875)	* 614	753	786	811	834	909	968
N.D.S.S.	8-12	(1700)	1615	1078	1102	1153	1187	1215	1278
Wellington	8-12	(850)	* 721	876	879	861	858	861	869
Woodlands	8-12	(900)	* 713	841	838	846	838	784	783

Table 15: Summary of Projected Enrolments
(N.B. *Grade 8-11 only during 1987.)

Further to the data as provided in Table 15, it might be noted that the total secondary school capacity in the District is considered to be 5250. This figure represents the combined capacities of all secondary schools, including Cedar and Ladysmith but exclusive of the alternative schools, and is based on locally recommended standards. Ministry standards would set the figure at 6056. At present, there are some 4650 students enrolled at the six secondary schools in the District; projections indicate that by 1993, there will be approximately 4850 secondary students in the District. By 1993 then, secondary student enrolment will

still be 400 below capacity as determined by the District; 1200 below capacity as determined by the Ministry. As government funding for any new construction will not be provided until such a time as total enrolment exceeds total capacity--and capacity probably based on Ministry standards rather than District standards--the Task Force sees little likelihood of a new secondary school being built in the foreseeable future.

7.8 SECONDARY SCHOOL SIZE (NANAIMO - B.C.)

As indicated in Table 15, secondary reorganization would result in enrolments during the next few years of 800-900 students at Barsby, Wellington and Woodlands; 1100-1200 students at N.D.S.S. In terms of size, even the three "smaller" schools would be larger than two-thirds of the secondary schools in the province. As such, there should be little concern that a broad range of educational programmes and curriculum offerings would not be available to the secondary students in this District.

Table 16 lists the number of 8-12 schools in the province by enrolment increments. From the table, it can be seen that 116 of 177, or 66%, of the 8-12 schools in B.C. have fewer than 800 students. As already mentioned, and as illustrated in Table 16, Barsby, Wellington and Woodlands would be larger than 66% and N.D.S.S. larger than 76% of all 8-12 schools in the province.

ENROLMENT	NUMBER OF SCHOOLS	CUMULATIVE TOTALS	PERCENTAGE
- 200	24	24	14
201 - 400	21	45	25
401 - 600	38	83	47
601 - 800	33	116	66
801 - 1000	18	134	76
1001 - 1200	21	155	88
1201 - 1400	11	166	94
1401 - 1600	5	171	97
1601 - 1800	4	175	99
1801 - 2000	2	177	100
	177		

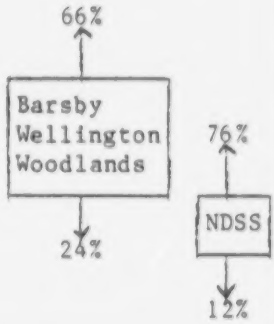


Table 16: **Secondary School Size (Nanaimo - B.C.)** (Source: Ministry of Education)

8.0 SCHOOL PROGRAMMES AND COURSE OFFERINGS

With respect to secondary school programmes and course offerings, the Task Force has considered: Ministry requirements, prevalency of course offerings both in this District and in others, and projected enrolments in senior level courses at each of the proposed 8-12 schools. As well, it has considered existing facilities relative to their capabilities of offering specialty area courses. In terms of support materials, it has considered equipment, textbook, library, audio visual and teacher resource needs.

8.1 CORE PROGRAMME

The Core Programme, as prepared in Table 17 on the following page, would consist of Ministry prescribed compulsory courses as well as a minimum number of recommended electives. With reference to Table 17, courses above the double line are compulsory courses which would be offered in all secondary schools; courses below the double line are recommended electives which--according to the Task Force--should be offered in all secondary schools in the District. From the Table, it can be seen that at the grades 8-10 level, the Core Programme would be virtually identical to that being offered currently at each of the junior secondary schools in the District.

At the grades 11-12 level, the Core Programme would consist of 44 courses. In addition to these, optional electives would be offered, the selection of which would depend on situations and/or circumstances within each school.

8	9	10	11	12
En 8	En 9	En 10	En 11 Com 11	En 12 Com 12
				Lit 12
SS 8	SS 9	SS 10	SS 11 * Math * Science	Geo 12 Hi 12 Law 12
	CE 9		CE 11	
Ma 8	Ma 9	Ma 10	Alg 11 CMa 11	Alg 12
Sc 8	Sc 9	Sc 10	Bi 11 Ch 11 Ph 11 SCT 11	Bi 12 Ch 12 Ph 12
PE 8	PE 9	PE 10	PE 11	PE 12
Fr 8	Fr 9 Ty 9	Fr 10 Ty 10	Fr 11 LAc 11 OP 11	Fr 12 Ac 12 OP 12
	CSc 9		CSc 11	CSt 12
HE 8	FN 9 CT 9	FN 10	FN 11 CT 11 FM 11	FN 12 CT 12 FM 12
IE 8	WW 9	WW 10	Cst 11A	Cst 12A
	MW 9			
Art 8 Ba 8 Dr 8	Art 9 Ba 9 Dr 9	Art 10 Ba 10 Dr 10	Art 11 Ba 11 Act 11	Art 12 Ba 12 Act 12

Table 17: **The Core Programme** (for full course names, see Appendix II.) (N.B. *The Ministry requires all students to take a Math course and a Science course at the grade 11 level.)

8.2 OPTIONAL COURSES

All secondary schools would offer the 44 courses listed in the Core Programme. In addition to these, schools the size of Barsby, Wellington and Woodlands would offer 14-18 optional courses at the grade 11-12 level. N.D.S.S., as a larger school, would be able to offer more senior courses, particularly in some of the specialty areas.

8	9	10	11	12
			VA 2D 11	VA 2D 12
			FTy 11	
			CTy 11	
			Mk 11	Mk 12
				MCP 12
				BCom 12
		CT 10 (LD)	I CT 11	
		FS 10	IFN 11	
		TAC 10		
	Drf 9		Drf 11	Drf 12
		Mtl 10(LD)	Mtl 11	Mtl 12
			Mx 11	Mx 12
	PM 9			
	- - - - - - - -	A Third	Language	- - - - - - - -
			I Alg 11	PrSt 12
			TMa 11	Calc 12(LD)
	Str 9			
			H Bi 1 (LD)	WCn 12
			Psych 11(LD)	

Table 18: Optional Courses (for full course names, see Appendix II).

The above list is not intended to restrict schools from offering any other Ministry electives or locally developed courses. Such offerings should be based on student interest, staff expertise, facilities, available resources and/or any other circumstances unique to each school. N.B. In the area of Industrial Education, it is recommended that each school offer at least four of the six courses listed at the senior level.

RECOMMENDATION 4

That all grades 8-12 schools offer a "Core Programme" consisting of Ministry prescribed compulsory courses as well as a minimum number of recommended electives. In addition to the Core Programme, schools will offer optional electives, the choice of which may vary from school to school.

8.3 PROJECTED SENIOR COURSE OFFERINGS

In projecting which senior courses might likely be offered at each of the proposed 8-12 schools, the Task Force considered which courses are presently being offered at N.D.S.S., the number of students enrolled in these courses, and which of the junior secondary schools these students formerly attended.

As indicated, all schools would offer 44 senior core courses and at least 14-18 optional courses. The recommended number of 58-62 senior course offerings is based on existing practices at 8-12 schools enrolling 750-850 students. As a larger school, N.D.S.S. would be able to offer more courses.

Even as a large senior secondary, N.D.S.S. presently does not offer some 32 Ministry elective courses. From its research of other schools' offerings, the Task Force has found that grade 8-12 schools of half the size of N.D.S.S. can—and do—offer courses not presently being offered at N.D.S.S. Such courses include: Agriculture, Art Careers, Choral, Composition, Farm Mechanics, Geology, Introductory Data Processing, Stagecraft, Technology and a variety of foreign languages, not to mention a variety of locally-developed courses and several Career Preparation programmes. This is not to suggest that the smaller secondary school can offer more than the larger senior secondary school. Rather, it is to indicate that variety and specificity of senior course offerings depend on a multiplicity of variables, many of which are unique to a particular school and its constituent community.

Table 19 illustrates which senior courses are presently being offered at Ladysmith and at N.D.S.S. and which courses would likely be offered at each of the proposed 8-12 schools after reorganization.

PROJECTED SENIOR COURSE OFFERINGS

SUBJECT	PRESENT		PROJECTED			
	LADYSMITH	N.D.S.S.	N.D.S.S.	BARSBY	WELLINGTON	WOODLANDS
Art:						
Ar 11	(P)	P	C	(C)	(C)	(C)
Ar 12	(P)	P	C	(C)	(C)	(C)
VA 2D 11	-	P	O	(O)	(O)	(O)
VA 2D 12	-	P	(O)	(O)	(O)	(O)
VA 3D 11	-	P	O	-	-	-
VA 3D 12	-	P	(O)	-	-	-
Business Education:						
PTy 11	(P)	P	O	(O)	(O)	(O)
CTy 11	(P)	P	O	(O)	(O)	(O)
Sh 11A/B	-	P	-	-	-	-
Mk 11	P	P	O	(O)	O	O
Mk 12	-	P	O	(O)	(O)	(O)
OP 11	(P)	P	C	(C)	(C)	(C)
OP 12	(P)	P	C	(C)	(C)	(C)
IAc 11	P	P	C	C	C	C
Ac 12	P	P	C	(C)	(C)	C
AAc 12	-	P	(O)	-	-	-
MCP 12	P	P	(O)	(O)	(O)	(O)
BCom 12	-	P	O	O	O	O
Computer Education:						
CSc 11	P	P	C	C	C	C
CSc 12	(P)	P	(C)	(C)	(C)	(C)
Consumer Education:						
CE 11	P	P	C	C	C	C
English:						
En 11	P	P	C	C	C	C
En 12	P	P	C	C	C	C
Com 11	P	P	C	C	C	C
Com 12	P	P	C	C	C	C
Lit 12	P	P	C	C	C	C
Wr 12	-	P	-	-	-	-
Home Economics:						
ICT 11	-	P	O	(O)	(O)	(O)
CT 11	(P)	P	C	(C)	(C)	(C)
CT 12	(P)	P	(C)	(C)	(C)	(C)
TAC 11	-	P	-	-	-	-
IFN 11	-	P	O	(O)	(O)	(O)
FN 11	(P)	P	C	C	C	C
FN 12	(P)	P	C	C	C	C
FM 11	P	P	C	C	C	C
FM 12	P	P	C	(C)	C	(C)
Industrial Education:						
Cat 11(A)	(P)	P	C	C	C	C
Cat 12(A)	(P)	P	(C)	(C)	(C)	(C)
Drf 11	(P)	P	O	(O)	(O)	(O)
Drf 12	(P)	P	(O)	(O)	(O)	(O)
Elx 11	(P)	P	O	-	-	-
Elx 12	(P)	P	(O)	-	-	-
Mx 11	-	P	O	(O)	-	(O)
Mx 12	-	P	O	-	-	-

Cat 11(A)	(P)	P	C	C	C	C
Cat 12(A)	(P)	P	(C)	(C)	(C)	(C)
Drf 11	(P)	P	O	(O)	(O)	(O)
Drf 12	(P)	P	(O)	(O)	(O)	(O)
Elx 11	(P)	P	O	-	-	-
Elx 12	(P)	P	(O)	-	-	-
Mx 11	-	P	O	(O)	-	(O)
Mx 12	-	P	O	-	-	-
Mtl 11	(P)	P	O	(O)	(O)	(O)
Mtl 12	(P)	P	O	(O)	(O)	(O)
Languages:						
Fr 11	P	P	C	C	C	C
Fr 12	P	P	C	C	C	C
BGe	-	-				
Ge 11	-	-				
Ge 12	-	-	(SCHOOLS MAY CONSIDER A THIRD LANGUAGE)			
BLa 11	-	P				
BSp 11	-	P	O			
Sp 11	-	P	O			
Mathematics:						
Alg 11	P	P	C	C	C	C
Alg 12	P	P	C	C	C	C
IAlg 11	-	-	O	(O)	(O)	(O)
CMa 11	P	P	C	C	C	C
IMa 11	P	P	O	O	O	O
PrSt 12	-	P	O	O	O	O
Geom 12	-	P	-	-	-	-
Music:						
Ba 11	(P)	P	C	(C)	(C)	(C)
Ba 12	(P)	P	C	(C)	(C)	(C)
MComp 11	-	P	-	-	-	-
MComp 12	-	P	-	-	-	-
Str 11	-	(P)	(O)	-	-	-
Str 12	-	(P)	(O)	-	-	-
Physical Education:						
PE 11	(P)	P	C	C	C	C
PE 12	(P)	P	C	(C)	(C)	(C)
Science:						
Bi 11	P	P	C	C	C	C
Bi 12	P	P	C	C	C	C
Ch 11	P	P	C	C	C	C
Ch 12	P	P	C	C	C	C
ESc 11	-	P	O	-	-	-
Ph 11	P	P	C	C	C	C
Ph 12	P	P	C	C	C	C
SCT 11	P	P	C	C	C	C
Social Studies:						
SS 11	P	P	C	C	C	C
Ec 11	-	P	O	O	O	O
Geo 12	P	P	C	C	C	C
Hi 12	P	P	C	C	C	C
Law 12	P	P	C	C	C	C
WCn 12	-	P	O	O	O	O
Theatre:						
Act 11	(P)	P	O	(O)	(O)	(O)
Act 12	(P)	P	O	(O)	(O)	(O)
DS	-	(P)	(O)	(O)	(O)	(O)
Locally Developed:						
Psychology 11	-	P	O	O	O	O
Calculus 12	P	P	O	O	O	O
Human Biology 11	-	P	O	O	O	O

KEY
P = presently offered
C = core programme course (must be offered)
O = optional course (could be offered)
( ) = presently double programmed/may be double programmed

8.4 TIMETABLING

As mentioned earlier, secondary school principals have already begun considering timetabling alternatives for next year should schools be reorganized on an 8-12 basis. In considering timetabling options, there are basically three types: 10-month, semestered or alternative (partial 10-month/partial semestered). The three junior secondaries presently timetable on a linear (10-month) system. At N.D.S.S., courses are offered on a semestered basis. Any timetable changes at N.D.S.S. would obviously have to accommodate students presently in grade 11, many of whom would have arranged their senior programme on the basis of the existing timetable.

9.0 DISTRICT PROGRAMMES AND SERVICES

The following are considered as District programmes. While these programmes may be offered at a particular school, they are intended to address the needs of, and be available to, all secondary students within the District.

9.1 ALTERNATIVE PROGRAMMES

Junior Secondary alternative programmes are presently located at Five Acres and at Northfield; a Senior Secondary programme exists at N.D.S.S. The Task Force sees no need--and makes no recommendation--for changing the current structure and/or locations of these programmes.

9.2 CAREER PREPARATION

As above, the Task Force considers it appropriate that the Career Preparation programmes presently offered at N.D.S.S. continue to be offered at that school. While existing shop facilities are such that Career Prep Industrial Education programmes should be offered only at N.D.S.S., other Career Prep programmes, such as those in the Business Education and/or Hospitality/Tourism areas could be offered and would be encouraged at any of the other 8-12 schools.

9.3 DISTRICT SCHOLARSHIP AND BURSARY PROGRAMME

At present, N.D.S.S., through its Scholarship and Bursary Committee and its Financial Assistance Society, organizes and administers the community scholarships and bursaries awarded to graduating students in June of each year. As 8-12 reorganization would result in grade 12 students at three additional schools, community

scholarships/bursaries would have to be considered on a district basis.

RECOMMENDATION 5

That a District Committee be established to develop plans and procedures regarding distribution of community scholarships and bursaries, such plans and procedures to be ready for implementation during the 1988-89 school year.

9.4 FRENCH IMMERSION

At present, the Elementary Immersion programmes feed into John Barsby for grades 8-10 and then into N.D.S.S. for grades 11-12. Population distribution displays indicate that the majority of Immersion students reside in the northern part of the District. Enrolment projections indicate significant growth at the secondary level. For these and other reasons, it has been suggested that should 8-12 reorganization occur, the Secondary Immersion programme might be better located at N.D.S.S. Projected enrolments indicate there would be sufficient space to house the Secondary Immersion programme at N.D.S.S. Busing routes too--both city and District--would lend support to the idea of relocating the secondary programme at N.D.S.S. It should be noted however that after the first year of reorganization, District transportation would be limited only to those routes within the newly-defined N.D.S.S. catchment area/feeder system. It should be noted also that removing the Secondary Immersion programme from Barsby would reduce its enrolment and limit its ability to offer a sufficiently broad range of courses at the senior level. To counteract such a reduction in enrolment, one of the N.D.S.S. feeder schools would need to be assigned to the Barsby catchment

area. Fairview would be the likely choice in this regard: Fairview presently feeds into Barsby and no doubt could continue to do so. Of concern to both parents and students however would be the fact that the secondary school within closest walking proximity for them would be unavailable to them. Many of these students would literally have to walk past N.D.S.S. on their way to and from Barsby.

Realizing that relocating the Secondary Immersion programme to a larger and more centrally located school may indeed be desirable, the Task Force believes there are logistical reasons for its continuing at John Barsby at the present time.

RECOMMENDATION 6

That the Secondary French Immersion programme continue to be located at John Barsby, with grades 11 and 12 added in 1987-88 and 1988-89 respectively.

While making this recommendation, the Task Force does not preclude the possibility of the Secondary Immersion programme's being relocated at N.D.S.S. at some future time. By 1992 or 1993, for example, projected enrolment at Barsby might well necessitate a phase-out from Barsby and a phase-in at N.D.S.S. Should a relocation prove necessary at that time, non-Immersion enrolment at Barsby would likely be such that Fairview could remain in the N.D.S.S. catchment area. A more appropriate "exchange" would probably involve Gabriola, with its feed-in to Barsby being sufficient to maintain an enrolment in the 800 range.

9.5 INTERNATIONAL BACCALAUREATE

Recognizing that all secondary enrichment and gifted programmes are currently under review of a District Committee, the Task Force makes no recommendation for change with respect to the I.B. programme's continued existence at N.D.S.S.

9.6 SPECIAL EDUCATION SERVICES

9.6.1 E.S.L. (English as a Second Language)

As the majority of secondary E.S.L. students live within the proposed N.D.S.S. catchment area, and specifically within the Fairview attendance area, the secondary E.S.L. programme currently located at Barsby would likely be relocated at N.D.S.S.

9.6.2 Indian Education

As the vast majority of secondary Native students live within the present Barsby catchment area and specifically within the Princess Royal attendance area, the Indian Education programme currently located at Barsby would be maintained at that school.

9.6.3 Special Classes

At present, there are Special Classes for learning-disabled students at each of the junior secondary schools as well as a Special Class at N.D.S.S. While reorganization would result in reduced numbers of grade 8-10 students at each of the existing junior secondaries, Special Class programmes would still be required at each school. In addition, a grade 8-10 Special Class programme, complete with a 0.75 FTE teacher and teacher aide, would be required at N.D.S.S. The grade 11-12 Special Class currently located at N.D.S.S. would be maintained at that school.

RECOMMENDATION 7

That a junior secondary Special Class programme and appropriate support services be provided for grades 8-10 students at N.D.S.S.

Based on current funding practices, the FUNDING for a newly established Special Class Programme at N.D.S.S. WOULD BE PROVIDED BY THE MINISTRY.

10.0 STAFFING CONSIDERATIONS

All secondary schools were surveyed to determine the degree to which the qualifications and/or experience of teachers presently employed in the District would be sufficient to offer the full range of programmes in the four proposed 8-12 schools. Also considered were the potential implications on staff and upon staffing functions, both in preparation for reorganization as well as after it had been accomplished.

10.1 QUALIFICATIONS

Results of the above-mentioned survey indicate that the core programme could be offered in all 8-12 schools utilizing professional staff presently employed in the District. While such expertise does exist within the District, transfers between schools would likely be necessary to address particular school/programme needs. (For sample of Survey Form completed by schools, see Appendix III).)

10.2 TRANSFERS

To address specific needs at particular schools, teacher transfers can be expected. Existing provisions in both District Policy and the current Agreement are viewed as sufficient to facilitate staffing transfers which may be required. Notwithstanding such provisions, the Task Force makes the following recommendation:

RECOMMENDATION 8

That teachers be duly advised/reminded of the relevant sections of Policy, Procedure and the Agreement well in advance of any transfer process relative to reorganization.

10.3 E.R.I.P. (Early Retirement Incentive Plan)

While the transfer process may provide an efficient means of addressing programme needs at particular schools, it may not be as successful with respect to individual needs. Recognizing that adjustments related to transfer and/or teaching at a different grade level may prove difficult for some, particularly those having taught in one school and at one level for many years, the Task Force makes the following recommendation:

RECOMMENDATION 9

That, during Budget preparations, serious consideration be given to providing an increased incentive for the Early Retirement Incentive Plan (E.R.I.P.) during the 1987-88 and 1988-89 school years.

10.4 STAFFING LEVELS

Examination of staffing levels in other districts, and particularly at 8-12 schools in the 700-900 enrolment range, indicates that secondary staffing ratios are slightly lower in other districts than in our own. The staffing formula used to determine the number of teachers assigned to secondary schools in Nanaimo is presently 24.5:1 (students per FTE teacher), non-inclusive of administrators, librarians, counsellors, learning assistance teachers and special programme teachers. In most districts, these personnel are included within an all-inclusive staffing ratio. In seven other districts surveyed, secondary staffing ratios (all-inclusive) ranged between 16.95:1 - 19.74:1, with 18.33:1 being the average. By including the presently non-included professional staff to determine an all-inclusive staffing ratio, and by then applying that ratio to next year's projected enrolments at our

proposed 8-12 schools, the Task Force calculates the mean/average secondary staffing ratio to be 19.4:1 in School District 68, this compared to the mean/average of 18.33:1 of the seven other districts surveyed (see Appendix IV).

If the secondary staffing formula is to remain at the present level, and if a sufficiently wide variety of senior electives are to be introduced, the resultant effect could well be increased class sizes in the constant/compulsory subject areas at all levels. This potential would exist particularly during the first year of reorganization where Barsby, Wellington and Woodlands are introducing senior programmes, but only at the grade 11 level. Many of the senior Fine Arts, Home Economics, Industrial Education, and even some of the senior Business Education courses can be double-programmed. Double-programming in these areas is, in fact, commonplace throughout the province. In order to do so "efficiently" however, schools need a full complement of senior students. It takes the same number of teachers, for example, to offer Art 11 to 15 students as it does to offer Art 11/12 to 25 students.

RECOMMENDATION 10

That, during Budget preparation for 1987-88, serious consideration be given to reducing the secondary staffing formula from 24.5:1 to 23.5:1 and to eliminating the "15/16" factor presently applied at the senior grade level.

Note:
The "15/16 factor" refers to the application of the staffing formula which presumes that, during grades 11 and 12, virtually all students will take a spare block. While such may have once been the case,

recently imposed graduation requirements have resulted in many more students taking a full load of 16 courses during their grades 11 and 12 years.

Implementation of Recommendation 10 would result in approximately 7.5 additional FTE teachers. It is recognized that such a recommendation can be considered only within the context of the overall 1987-88 Budget, a budget which is hoped to represent "Second Stage Recovery" in School District 68.

10.5 TEACHER PREPARATION LOAD

The typical teaching assignment at the junior secondary schools presently consists of three or four different preparations within a seven-block teaching assignment. Based on information received from many 8-12 schools of similar size to that being projected for Barsby, Wellington and Woodlands--and as mentioned previously in this Report--there is little reason to believe that reorganization would result in an increased number of preparations for these teachers.

10.6 SUPPORT STAFF

It can be assumed that existing formulae for assigning clerical and other support staff to schools would continue to be applied following reorganization. In this regard, school needs would continue to be addressed relative to school size, with increased or decreased hours assigned as schools become larger or smaller.

In preparing schools prior to reorganization however, additional support staff will be required. The processing of books, materials and equipment will need to be completed PRIOR TO school opening, September 1987. To assist with these tasks, most of which will occur during the summer months, an allocation of up to

1,000 hours of clerical/support staff time should be made available. Such time would be distributed equitably amongst schools and after consultation with school principals. In preparing for September 1988, an additional, but as yet undetermined, allocation of time should be provided.

RECOMMENDATION 11

That, to assist schools in preparation for reorganization, an allocation of up to 1,000 hours of clerical/support staff time be provided prior to September 1987, and an additional—but as yet undetermined—allocation of hours be provided prior to September 1988.

10.7 PROFESSIONAL DEVELOPMENT

The experiences of other districts in which secondary school reorganization has recently occurred indicates that the transition is greatly facilitated when a systematic plan of orientation/in-service is provided. In this regard, a Professional Development Plan is being proposed, the intent of which would be to provide teachers with orientation and in-service related to both new levels of curriculum and new levels of students.

The proposed Professional Development Plan, as outlined in Table 20, presumes that the May 1987 school-based Pro D Day would be utilized by secondary schools to address issues related to secondary reorganization. While the Plan makes no reference to each school's discretionary Pro D Day or to the September 1987 school-based Pro D Day, schools may well wish to utilize those days for reorganization-related purposes.

Professional Development Plan

Type 1 Activity: related to curriculum

Type 2 Activity: related to teaching skills and strategies

	TYPE OF ACTIVITY	PURPOSE	TIMELINE	COST
1	Inter-school department meetings/visitations	To exchange information re Jr/Sr curriculum	February-June '87	-
1	1/2 day meeting of secondary department heads	To prepare for May 1 Pro D Day	March '87	$1,500 release time (35 department heads)
2	1/2 day teacher visits to Jr/Sr schools	To observe teaching strategies at Jr/Sr grade levels	March-May '87	$1,500 release time (35 teachers)
2	Teacher exchanges between Jr/Sr schools	To provide teachers with "short-term immersion" experiences at Jr/Sr grade levels	April-May '87	-
	PRO D DAY WORKSHOPS		May 1 Pro D Day	
1	- curriculum and resources	To provide orientation re Jr/Sr curriculum and resources		-
2	- Jr level teaching strategies	To orient Sr teachers re Jr teaching strategies		-
1	- Sr level examinations and evaluation	To orient Jr teachers re Sr evaluation procedures		-
2	Workshops re Jr/Sr teaching strategies	To provide further orientation re Jr/Sr teaching strategies	Summer Institute	$12,000 (60 teachers)
2	Projects TEACH & PRIDE	To provide continuing support for teachers during initial implementation	September-December '87	- (B.C.T.F.)
1	1/2 day post-implementation meetings of secondary department heads	To assess implementation and to develop plans for further in-service	October '87 February '88	$3,000 release time (35 department heads)
1	1/2 day workshops as needed	To be determined	November '87-March '89	$10,000 (contingency)

Table 20: Professional Development Plan

With reference to funding, the Type 1 activities as listed in Table 20 would traditionally be the responsibility of the District; Type 2 activities would normally be addressed by N.D.T.A. Pro D funds. Projected costs of Type 1 activities would be $14,500; of Type 2 activities, $13,500. Given however that Secondary Reorganization is a Board initiative, and that N.D.T.A. Pro D funds are committed well in advance and are already allocated for 1987, the Task Force recommends that the total costs of the Professional Development Plan ($28,000) be borne by the District.

RECOMMENDATION 12

That professional development be considered an integral and essential component of the implementation process, and that the proposed Professional Development Plan be funded by the District as a necessary cost of Reorganization.

While an alternative source of funding might well be the Funds For Excellence, such funding, even if approved, would not be forthcoming in time to commence activities as scheduled in Table 20.

11.0 RESOURCE NEEDS

11.1 TEXTBOOKS

In projecting textbook costs relative to reorganization, the Task Force has based its figures on present inventories, projected enrolments and 1986 Credit Allocation (CA 1) prices. Changes in any of these areas could result in either increased or decreased costs per school.

As indicated below, textbook costs would be influenced largely by the type of timetable implemented at each of the schools, with total costs determined by the extent to which school timetables are semestered vs linear (10-month basis). Projected costs include prescribed and authorized texts for all recommended core and optional courses listed previously in Tables 17 and 18.

School	All Schools Semestered	NDSS Semestered Others Linear	NDSS Linear Others Semestered	All Schools Linear
N.D.S.S.	3,507	3,507	7,601	7,601
Barsby	11,132	21,388	20,471	34,206
Wellington	11,132	21,388	20,471	34,206
Woodlands	11,132	21,388	20,471	34,206
TOTAL	$ 36,903	$ 67,671	$ 69,014	$110,219

Table 21: Estimated Textbook Costs (for additional information see Appendix V).

Regardless of school decisions with respect to timetabling, the MINISTRY WILL FULLY SUPPORT ALL TEXTBOOK NEEDS RELATED TO REORGANIZATION. Such funding would be over and above the allocation normally received by the District for textbook needs.

As can be seen from Table 21, it would be relatively inexpensive to equip N.D.S.S. with textbooks for grades 8-10 courses regardless of timetabling decisions. This is because there are presently enough prescribed/multiple issue texts within the District and because the three junior secondaries are presently timetabled on a linear/10-month basis. The primary costs of equipping N.D.S.S. with junior texts would be associated with providing teacher editions of prescribed texts and class sets of authorized texts/novels. The relatively higher costs of equipping the junior secondaries with senior texts would be due to the fact that N.D.S.S., as a semestered school, presently has only enough texts for approximately 60% of its students, and hence would not have sufficient quantities of prescribed/multiple issue texts to equip senior grades at all 8-12 schools. Should all schools become semestered, there would be enough prescribed textbooks within the District, but costs would still be incurred in purchasing class sets of authorized texts.

The figures as shown in Table 21 should be considered as projected costs. Actual costs would depend on the number of junior texts returned for credit and the actual enrolments in senior courses. In this regard, course selection procedures and projected course tallies at all schools would have to be determined PRIOR TO textbook ordering for September 1987. According to the Ministry, textbook orders related to reorganization could be processed within two to three weeks. While books would be received in relatively short order, their processing for use would take considerably longer and, as has been mentioned previously, would require the assistance of additional clerical/support staff.

11.2 LIBRARY BOOKS AND AUDIO VISUAL MATERIALS

In considering library needs, the Task Force has consulted with school librarians and district staff, both in this District and in others. Based on the information received, it is proposed that $120,000 would be allocated for library upgrading and divided evenly amongst the four schools. Such an allocation would provide each school with the equivalent of 1200 additional titles over the two-year implementation period. N.D.S.S. would receive its total allocation in year one. The projected costs and $30,000 allocations per school are within the range of librarians' estimates and, when adjusted for inflation, are in keeping with library costs of reorganization in other districts.

Further to the above, it can be expected that senior course offerings at four secondary schools would create an additional demand on materials and services at the Curriculum Resources Centre (C.R.C.). Based on information from both N.D.S.S. and the C.R.C., it is proposed that $5,000 be allocated for the purchase of additional titles for the C.R.C.

11.3 PROGRAMME RESOURCES

In addition to textbook, library and audio visual needs, projected costs have been determined for providing the necessary teacher references and basic/essential "start-up" materials for junior and senior programmes in the various subject areas. Subject areas not listed in Table 22 either identified no needs in this regard or would have alternative means of addressing such needs. Start-up supplies for Science and equipment needs for "specialty" subject areas will be addressed in the next section of this Report.

Subject Area	Junior Programmes N.D.S.S.	Senior Programmes		
		Barsby	Wellington	Woodlands
Business Education	-	400	400	400
Counselling	500	500	500	500
Drama	400	400	400	400
English	500	500	500	500
Home Economics	400	400	400	400
Learning Assistance	1,500	1,000	1,000	1,000
Mathematics	500	500	500	500
Music	3,000	2,600	2,600	2,600
Social Studies	500	1,000	1,000	1,000
Sports Programmes	4,400	3,600	3,600	3,600
TOTAL	$11,700	$10,900	$10,900	$10,900

Table 22: **Estimated Programme Resource Costs** (for further details see Appendix VI).

12.0 FACILITIES AND EQUIPMENT NEEDS

Faced with the task of examining existing facilities, establishing current equipment inventories and determining projected needs in both areas, the Task Force focused primarily on the following areas: Business Education, Computer Education, Home Economics, Industrial Education and Science. This is not to suggest that other subject areas were not considered, as indeed they were. These particular areas however were identified as being more equipment oriented and dependent upon specialized facilities than were other subject areas.

With respect to needs in the above-mentioned areas, several developments of recent years are worthy of note. In terms of curriculum, students are now required to take Consumer Education at some point between grades 9 to 12, and are also required to take a Math course and a Science course at the grade 11 level. Add to these the university requirements of a foreign language, and it is not surprising that enrolment has declined in the Home Economics and Industrial Education areas, to the point where such facilities are only particially utilized in most secondary schools today. While there has been diminishing interest in these areas, there has been growing interest in the Business Education and Computer areas. With respect to facilities and equipment in these areas, the following should be noted:

- all junior secondary schools have been upgraded recently in the area of Business Education;
- all junior secondary schools will be fully equipped this year in the area of Computer Education, this as a result of the Funds For Excellence.

In determining needs, the Task Force attempted to distinguish between the essential and the desirable, not sacrificing the educational for the economical, but maintaining a perspective of what the realistic require-

ments would be to offer a sufficiently broad range of programmes in all 8-12 schools. Realizing that duplicating the N.D.S.S. facility and/or all of its equipment at each of the other proposed 8-12 schools would be neither practical nor possible, the Task Force attempted an alternative approach. This approach involved a thorough examination of Ladysmith Community School. As a fully-accredited secondary school offering grades 8-12, Ladysmith was considered an appropriate reference from which to determine what would be realistically required to offer 8-12 programmes at Barsby, Wellington and Woodlands.

12.1 FACILITIES

12.1.1 N.D.S.S.

With respect to facilities, N.D.S.S. could readily accommodate all junior programmes. Some minor conversion would be necessary to adapt three Science labs to accommodate the more generalized nature of the junior programmes, but costs of this would be related primarily to equipment.

12.1.2 BARSBY

12.1.3 WELLINGTON

12.1.4 WOODLANDS

As already indicated, these schools have recently been upgraded in the area of Business Education. As also indicated, these schools will be fully equipped this year in the area of Computer Education. Facilities are such that 8-12 courses could be offered in either two or three rooms, depending on the courses offered and the enrolments in these courses.

In the area of Home Economics also, junior secondary facilities would be more than adequate to accommodate senior programmes. The needs here, as in the area of Science, would be primarily related to equipment.

In the Industrial Education area: junior secondary Drafting Rooms need only additional equipment; Woodwork Shops, with additional equipment, would also suffice to offer senior Construction courses. Metal Shops, while not as large as would be desirable, could be equipped to offer senior courses. In the Mechanics Shops, limited space would restrict senior course offerings somewhat. At Barsby and Woodlands, additional equipment and an outside storage compound would enable Mechanics 11 being offered; at Wellington, however, the shop is considered too small to offer senior Mechanics.

In summary then, and notwithstanding the size of the shops, senior courses in Construction, Drafting and Metal could be offered at the grades 11 and 12 levels at all three schools; Mechanics 11 could be offered at Barsby and at Woodlands. For students interested in a more specialized offering of Industrial Education courses, the Career Preparation programmes at N.D.S.S. would be available.

12.1.5 **Parking**

While the proposed catchment areas of Barsby, Wellington and Woodlands would be such that most students would be within walking distance of school, it is recognized that a number of senior students drive to school, whatever the distance. With that in mind, the Task Force examined existing parking facilities at all three schools. At Barsby, parking space would be adequate to accommodate both staff and senior students following 8-12 reorganization. At Wellington and Woodlands however, additional parking would be required. In this regard, the Property Department has prepared a costing of what would be required to provide an additional 80 spaces at Wellington

and an additional 60 spaces at Woodlands. Gravel parking would cost $13,700 at Wellington and $5,200 at Woodlands; fully paved and properly lined parking facilities would cost significantly more: $48,000 and $30,000 respectively.

12.2 EQUIPMENT

The projected equipment costs, as listed in Table 23, are based on all proposed core courses being offered and Industrial Education courses being offered on the basis mentioned previously in this section. In the Science area, projected costs include "start-up" supplies as well as equipment. Cost savings might be possible if N.D.S.S. is able to share surplus equipment with the other schools. The possibilities in this regard appear more likely in 1988-89 when the grade 12 enrolment at N.D.S.S. would be significantly reduced.

Subject Area	Junior Programmes N.D.S.S.	Senior Programmes		
		Barsby	Wellington	Woodlands
Business Education	-	8,800	8,800	8,800
Home Economics	3,000	3,000	3,000	3,000
Industrial Education				
Construction/Wood	5,000	11,800	15,000	17,200
Drafting	-	2,350	7,475	4,100
Electronics	-	-	-	-
Mechanics	6,000	27,000	-	27,000
Metal	3,600	19,050	9,300	9,300
Science	24,000	-	-	-
Biology	-	9,850	9,850	9,850
Chemistry	-	2,000	2,000	2,000
Physics	-	6,825	6,825	6,825
TOTAL	$41,600	$90,675	$61,250	$87,075

Table 23: Estimated Equipment Costs (for further details see Appendix V).

13.0 COSTS AND SOURCES OF FUNDING

As indicated in previous sections of this Report, costs of reorganization would fall into several broad categories, these associated primarily with programme needs, facility/equipment upgrading, professional development and support staff services.

With respect to staffing, the needs which are considered essential are those related to professional development/in-service and clerical/support staff assistance. While the Task Force has recommended an increased E.R.I.P. incentive and a reduced secondary staffing formula, feeling that both would facilitate the implementation process considerably, it recognizes that reorganization can be accomplished without such adjustments. While they are not listed in this section as essential costs of reorganization, the Task Force would nevertheless urge that both recommendations be given serious consideration as the Board prepares its 1987-88 Budget.

Table 24 provides a summary of the total projected costs of reorganization. While computer equipment is being provided this year at each of the junior secondaries regardless of reorganization, it is listed in this section to illustrate the extent to which these schools are being upgraded in this area. With respect to funding, the areas of cost as listed in Table 24 can be grouped into three categories:

A. Costs which would be funded by the Ministry.
B. Costs which could be funded by the Ministry.
C. Costs which would have to be funded by the District.

As funding for items in Category A has already been guaranteed by the Ministry, costs of these items are not included in the Costs column in Table 24. The sub-total costs which are listed in the Costs column represent the combined costs of all items in Categories B and C, funding for which has yet to be determined.

			COSTS	SOURCE OF FUNDING
A.	Computer Equipment			
	Special Class Programme (N.D.S.S.)			MINISTRY
	Textbooks			
B.	Library Books	120,000		
	C.R.C. Materials	3,000		MINISTRY (Capital Expense Proposal) OR DISTRICT
	Programme Resources & Start-up Supplies	44,400	→ $468,900	
	Equipment Upgrading	280,600		
	Parking (Wellington & Woodlands)	18,900		
C.	Professional Development/In-Service	28,000		
	Clerical/Support Staff Allocation	10,000	→ $ 38,000	DISTRICT

Table 24: Summary of Costs and Sources of Funding

As can be calculated from the above, the total projected cost of reorganization would be $506,900. Subject to Ministry approval of the $468,900 Capital Expense Proposal, the District would have to commit only $38,000 toward reorganization, this for professional development and clerical/support staff functions.

With respect to the above, it should be noted that as implementation would occur over a two-year period, some costs would be incurred during the first year; others could be deferred until the second year. As illustrated in Table 25, the Task Force projects capital costs to be $361,625 during 1987-88 and $107,275 during 1988-89. In this regard, a Capital Expense Proposal (C.E.P.) has been submitted to the Ministry, requesting funding for these amounts.

SUBJECT AREA	JUNIOR PROGRAMMES N.D.S.S. 1987-88	1988-89	SENIOR PROGRAMMES BARRIE 1987-88	1988-89	WELLINGTON 1987-88	1988-89	WOODLANDS 1987-88	1988-89	SUB-TOTAL 1987-88	1988-89	GRAND TOTAL
Art	-	-	-	-	-	-	-	-	-	-	-
Business Education			4,700	4,500	4,700	4,500	4,700	4,300	14,100	13,500	27,600
Computer Science	-	-	—— FUNDS FOR EXCELLENCE ——						-	-	-
Counselling	500	-	500	-	500	-	500	-	2,000	-	2,000
Drama	400	-	400	-	400	-	400	-	1,600	-	1,600
English	500	-	500	-	500	-	500	-	2,000	-	2,000
Home Economics	3,400	-	3,400	-	3,400	-	3,400	-	13,600	-	13,600
Industrial Education											
Construction/Wood	5,000	-	11,800	-	15,000	-	17,200	-	49,000	-	49,000
Drafting	-	-	2,350	-	7,475	-	4,100	-	13,925	-	13,925
Electronics	-	-	x	x	x	x	x	x	-	-	-
Mechanics	6,000	-	27,000	-	-	-	27,000	-	60,000	-	60,000
Metal	3,600	-	7,300	11,750	8,300	-	7,300	1,000	26,500	12,750	39,250
Learning Assistance	1,500	-	1,000	-	1,000	-	1,000	-	4,500	-	4,500
Languages			—— FEDERAL FRENCH SUPPORT GRANTS ——						-	-	-
Library	30,000	-	15,000	15,000	15,000	15,000	15,000	15,000	75,000	45,000	120,000
Math	500	-	500	-	500	-	500	-	2,000	-	2,000
Music	3,000	-	1,500	1,100	1,500	1,100	1,500	1,100	7,500	3,300	10,800
P.E.	-	-	-	-	-	-	-	-	-	-	-
Science	24,000	-	-	-	-	-	-	-	24,000	-	24,000
Biology	-	-	3,600	6,250	3,600	6,250	3,600	6,250	10,800	18,750	29,550
Chemistry	-	-	2,000	-	2,000	-	2,000	-	6,000	-	6,000
Physics	-	-	3,000	3,825	3,000	3,825	3,000	3,825	9,000	11,475	20,475
Social Studies	500	-	1,000	-	1,000	-	1,000	-	3,500	-	3,500
Sports Programmes	4,400	-	3,600	-	3,600	-	3,600	-	15,200	-	15,200
Parking	-	-	-	-	13,700	-	5,200	-	18,900	-	18,900
C.R.C. Materials									2,500	2,500	5,000
1987 TOTAL	83,300		89,150		85,175		101,500		361,625		
1988 TOTAL		-		42,425		30,675		31,675		107,275	
GRAND TOTAL	$83,300		$131,575		$115,850		$133,175		$468,900		468,900

Table 25: 1987-88 and 1988-89 Capital Expense Proposal (C.E.P.) Costs (Subject to Ministry Approval or District Funding).

With respect to the Capital Expense Proposals of $361,625 for 1987-88 and $107,275 for 1988-89, the District might be cautiously optimistic. In recent years, the Ministry has been very supportive of other districts in which secondary reorganization has occurred. Notwithstanding the high regard with which the Ministry views 8-12 reorganization, it must be noted that the extent to which School District 68 will receive Capital Expense funding will depend on the amount of capital monies available relative to the demands for such monies from throughout the province. Moreover, while February 1 is the date by which districts are to be informed of C.E.P. approvals for the following year, it is typically mid-spring before districts receive notification.

As indicated previously in this Report, schools will need adequate lead time if implementation is to be successful. In this regard, the shared consensus of senior staff, secondary principals and the Task Force itself is that schools must be notified by the end of February 1987 as to whether or not 8-12 reorganization is to commence September 1987.

RECOMMENDATION 13

That the Board of School Trustees decide by the end of February 1987 as to whether or not secondary school reorganization will commence September 1987.

The Task Force recognizes the potential dilemma facing the Board: a District decision regarding reorganization would be required by the end of February; a Ministry decision regarding funding might not be forthcoming until April or May. While such funding has been provided other districts in recent years, and while the Task Force has been "encouraged" by its discussions with the Ministry in recent months, approval of Capital Expense funding will ultimately depend on the

extent to which existing funds are sufficiently able to address current needs throughout the province.

While it is hoped that the Capital Expense Proposal as submitted by the District will be approved by the Ministry, the possibility exists that the District would commit itself to reorganization and subsequently find that the Ministry is unable to provide funding, or only able to provide partial funding. In such an eventuality, any shortfall would have to be addressed by the District.

RECOMMENDATION 14

That, should the Board decide to commence secondary school reorganization effective September 1987, such a decision be accompanied by a commitment of funding sufficient to cover all costs as proposed within this Report.

Regardless of whether implementation costs are funded by the Ministry or borne by the District, secondary school reorganization must be considered within a district perspective. As particular schools would be equipped/upgraded to offer 8-12 programmes, it should not be at the exclusion of other school and/or district needs being addressed. In this regard, the Task Force makes a final recommendation.

RECOMMENDATION 15

That, should funding be provided to enable certain schools to be reorganized on an 8-12 basis, future mechanisms be established and funding provided to ensure equitable maintenance of all secondary schools, as well as elementary schools and district programmes.

14.0 SUMMARY

As indicated earlier, there has been growing interest in secondary school reorganization, both within this District and throughout the province. How such reorganization would occur and what implications it would have within School District 68 has been the topic of this Task Force Report.

In preparing this Report, the Task Force has attempted to be thorough, endeavouring to address the major issues that would be involved in reorganizing secondary schools on an 8-12 basis in this District. Such issues have included: catchment areas, projected enrolments, proposed course offerings, District programmes, staffing considerations, resource and equipment needs, and estimated costs.

In its treatment of the issues, the Task Force has tended to be both descriptive and prescriptive. Attempts have been made to indicate not only "what is", but also "what should be", the latter provided in the form of recommendations throughout the Report. As these recommendations have been provided in context within previous sections and are listed separately in the next section, they will not be re-stated in the Summary. Suffice it to say that if secondary schools are to be reorganized on an 8-12 basis, and if implementation is to commence September 1987, a clear commitment to the process will be necessary.

In this report, the Task Force has proposed that 8-12 reorganization be phased in over a two-year period, with grades 8-10 being introduced at N.D.S.S. during 1987-88, with grades 11 and 12 being added at Barsby, Wellington and Woodlands during 1987-88 and 1988-89 respectively. It has proposed also that catchment areas be redefined in such a manner as to result in minimum secondary enrolments of approximately 800 students. In terms of curriculum, it has proposed that a core programme be offered at all schools, with each school supplementing that offering

with optional electives of its own choosing. In the area of staffing, the Task Force has determined that programme needs within schools can be accommodated, but has recommended certain incentives and provisions to facilitate the implementation process. Included among these is a Professional Development Plan and the provision of clerical/support staff assistance. With respect to costs, projected resource and equipment needs have been considered, and with respect to funding, a Capital Expense Proposal has been submitted to the Ministry.

In conclusion, the Task Force Report is offered as a "blueprint" of what steps might be taken, a "map" of where these steps might lead, if secondary reorganization is the intended destination of School District 68. Whether or not that destination is reached will ultimately be determined as a result of discussions and consideration by the elected members of the community, the Board of School Trustees of School District 68 (Nanaimo).

15.0 TASK FORCE RECOMMENDATIONS

RECOMMENDATION 1 (p. 15)

That grades 8-12 reorganization in School District 68 be implemented over a two-year period, commencing September 1987: grades 8, 9 and 10 to be added at N.D.S.S. in 1987-88; grades 11 and 12 to be added at Barsby, Wellington and Woodlands in 1987-88 and 1988-89 respectively.

RECOMMENDATION 2 (p. 18)

That, as of September 1987, secondary school catchment areas be redefined to provide an elementary feeder system for N.D.S.S., and to address enrolment situations at Cedar and Ladysmith secondary schools.

RECOMMENDATION 3 (p. 19)

That, as of September 1987, all students residing in the attendance area of a school designated as a feeder school for a particular secondary school will attend their assigned/designated secondary school.

RECOMMENDATION 4 (p. 34)

That all grades 8-12 schools offer a "Core Programme" consisting of Ministry prescribed compulsory courses as well as a minimum number of recommended electives. In addition, schools will offer optional electives, the choice of which may vary from school to school.

RECOMMENDATION 5 (p. 39)

That a District Committee be established to develop plans and procedures regarding distribution of community scholarships and bursaries, such plans and procedures to be ready for implementation during the 1988-89 school year.

RECOMMENDATION 6 (p. 40)

That the Secondary French Immersion programme continue to be located at John Barsby, with grades 11 and 12 added in 1987-88 and 1988-89 respectively.

RECOMMENDATION 7 (p. 42)

That a junior secondary Special Class programme and appropriate support services be provided for grades 8-10 students at N.D.S.S.

RECOMMENDATION 8 (p. 43)

That teachers be duly advised/reminded of the relevant sections of Policy, Procedure and the Agreement well in advance of any transfer process relative to reorganization.

RECOMMENDATION 9 (p. 44)

That, during budget preparations, serious consideration be given to providing an increased incentive for the Early Retirement Incentive Plan (E.R.I.P.) during the 1987-88 and 1988-89 school years.

RECOMMENDATION 10 (p. 45)

That, during budget preparation for 1987-88, serious consideration be given to reducing the secondary staffing formula from 24.5:1 to 23.5:1, and to eliminating the "15/16 factor" presently applied at the senior grade level.

RECOMMENDATION 11 (p. 47)

That, to assist schools in preparation for reorganization, an allocation of up to 1,000 hours of clerical/support staff time be provided prior to September 1987, and an additional--but as yet undetermined--allocation of hours be provided prior to September 1988.

RECOMMENDATION 12 (p. 49)

That professional development be considered an integral and essential component of the implementation process, and that the proposed Professional Development Plan be funded by the District as a necessary cost of Reorganization.

(... cont'd)

RECOMMENDATION 13 (p. 61)

That the Board of School Trustees decide by the end of February 1987 as to whether or not secondary school reorganization will commence September 1987.

RECOMMENDATION 14 (p. 62)

That, should the Board decide to commence secondary school reorganization effective September 1987, such a decision be accompanied by a commitment of funding sufficient to cover all costs as proposed within this Report.

RECOMMENDATION 15 (p. 62)

That, should funding be provided to enable certain schools to be reorganized on an 8-12 basis, future mechanisms be established and funding provided to ensure equitable maintenance of all secondary schools, as well as elementary schools and district programmes.

APPENDICES

APPENDICES

APPENDIX I	An Example of Overcrowding at Junior Secondary School Without Student Transfer to N.D.S.S.
APPENDIX II	Curriculum Reference Chart
APPENDIX III	Form - Staff Qualifications/Experience Re 8-12 Teaching Assignment
APPENDIX IV	Memo - Secondary Reorganization: Staffing Ratio Comparisons (B.C. vs Nanaimo)
APPENDIX V	Breakdown of Projected Textbook Costs by Programme Level
APPENDIX VI	Breakdown of Programme Resource Costs by Subject Area
APPENDIX VII	Breakdown of Equipment Costs by Subject Area

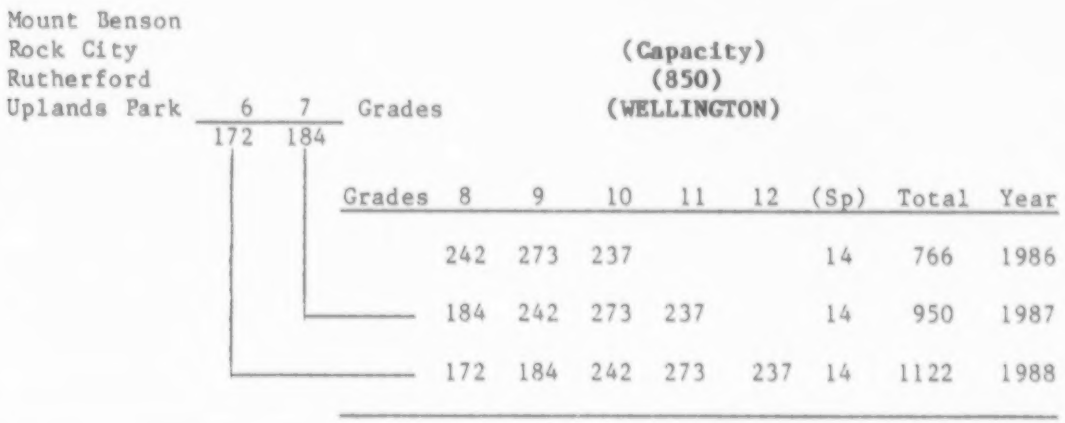
APPENDIX I

AN EXAMPLE OF OVERCROWDING AT JUNIOR SECONDARY SCHOOL WITHOUT STUDENT TRANSFER TO N.D.S.S.

The purpose of this Appendix is to illustrate what would happen if junior secondary students living in the newly-defined N.D.S.S. catchment area were not transferred to N.D.S.S. Wellington is used by way of example.

As per Recommendation 2 on page 18, Pleasant Valley and Seaview would become part of the N.D.S.S. catchment area, with grade 7 students from these schools feeding into N.D.S.S. As per Recommendation 3 on page 19, students attending Wellington, and residing in the Pleasant Valley and/or Seaview attendance areas, would transfer to N.D.S.S.

As indicated below, the current enrolment at Wellington is 766. As also indicated, the grade 7 enrolment at the proposed Wellington feeder schools is 184. If all students presently attending Wellington were to continue attending that school, enrolment would exceed capacity by 100 students in 1987; by 272 students in 1988.



Grades	8	9	10	11	12	(Sp)	Total	Year
	242	273	237			14	766	1986
	184	242	273	237		14	950	1987
	172	184	242	273	237	14	1122	1988

Projected Enrolment at Wellington without Student Transfer to N.D.S.S.

APPENDIX II

CURRICULUM REFERENCE CHART

AAc	Advanced Accounting
Ac	Accounting
Act	Acting
Alg	Algebra
Ar	Art
Ba	Band
BCom	Business Communications
Bi	Biology
BLa	Beginners' Latin
BSp	Beginners' Spanish
Calc (LD)	Calculus (Locally Developed)
CE	Consumer Education
Ch	Chemistry
CMa	Consumer Math
CSc	Computer Science
CSt	Computer Studies
Cst	Construction
CT	Clothing & Textiles
CTy	Career Typing
Dr	Drama
Drf	Drafting
DS	Directing & Scriptwriting
Ec	Economics
Elx	Electronics
En	English
ESc	Earth Science
FM	Family Management
FN	Foods & Nutrition
Fr	French
FS	Family Studies
Geo	Geography
Geom	Geometry
HBi (LD)	Human Biology (Locally Developed)
HE	Home Economics
Hi	History
IAc	Introductory Accounting
IAlg	Introductory Algebra
ICT	Introductory Clothing & Textiles
IE	Industrial Education
IFN	Introductory Foods & Nutrition
Law	Law
Lit	Literature
Ma	Math
MCP	Machine Calculations & Procedures
Mk	Marketing
Mtl	Metal
MW	Metalwork
Mx	Mechanics
OP	Office Procedures
PE	Physical Education
Ph	Physics
PM	Power Mechanics
PrSt	Probability & Statistics
Psych (LD)	Psychology (Locally Developed)
PTy	Personal Typing
Sc	Science
SCT	Science & Technology
Sh	Shorthand
Sp	Spanish
SS	Social Studies
Str	Strings
TAC	Textile Arts & Crafts
TMa	Trade Math
Ty	Typing
VA	Visual Arts
WCh	Western Civilization
Wr	Writing
WW	Woodwork

APPENDIX III

STAFF QUALIFICATIONS/EXPERIENCE RE 8-12 TEACHING ASSIGNMENT

To Secondary School Principals:

Please complete the form below and return to Les Dickason, CRC, on or before November 3rd, 1986.

School: _____

1. Please enter the number of teachers presently on staff who would be able (as a result of qualification and/or experience) to teach the subject areas indicated.

Subject Area	# of teachers	Subject Area	# of teachers
Art 8-10		Music 8-10	
Art 11-12		Music 11-12	
Bus Ed 8-10		P.E. 8-10	
Bus Ed 11-12		P.E. 11-12	
Computer Ed 8-10		Science 8-10	
Computer Ed 11-12		Physics 11/12	
Consumer Ed 9/10		Chemistry 11/12	
Consumer Ed 11-12		Biology 11/12	
Home Ec 8-10		Theatre 8-10	
Home Ec 11-12		Theatre 11-12	
Ind Ed 8-10		Spanish 11-12	
Ind Ed 11-12		Sr. English Electives	
French (SFSL) 8-10		Sr. Math Electives	
French (SFSL) 11-12		Sr. S.S. Electives	
French Imm 8-10		Counselling	
French Imm 11-12		Learning Assistance	

2. Please identify any specific courses (e.g., Marketing 11 or 12, Earth Science 11) that you would be unable to timetable given your present staff qualifications and experience.

_____

_____

_____

_____

(N.B. While a covering memo to all principals included a "Suggested Form" to collected data from teachers, the actual means by which data was collected was left to the discretion of each principal. The above Form is the one returned by all principals to the Staffing Sub Committee of the Task Force.)

APPENDIX IV

SEND TO: Les Dickason,
Chairperson,
Staffing Sub Committee

FROM: Rick Borelli, Director of Secondary Instruction

DATE: 1986.10.21

SUBJECT: SECONDARY REORGANIZATION: STAFFING RATIO COMPARISONS (B.C. vs NANAIMO)

As you are aware, the Secondary School Reorganization Task Force has recently received information from the grades 8-12 schools listed below. The senior curricular offerings of these schools have been "charted" and made available to the Program Sub Committee. The following information regarding staffing levels will likely be of interest to your Committee.

District	School	Enrolment	(Sp)	FTE's	Staffing Ratio	Notes
Burnaby	Cariboo Hill	760	(30)	44.08	17.24:1	- staffing formula 18:1; 3 Sp Ed add-ons; school overstaffed by 1 FTE
Maple Ridge	Garibaldi	835	(45)	46.125	18.10:1	- all inclusive
	Pitt Meadows	825		46.00	17.93:1	
Prince George	D.P. Todd	710		36.00	19.72:1	
Quesnel	Correlieu	780	(12)	44.87	17.38:1	- staffing formula 18:1; Sp Ed add-ons
	Quesnel	805	(43)	47.50	16.95:1	- staffing formula 18:1, Sp Ed add-ons
Revelstoke	Revelstoke	675	(40)	38.5	17.53:1	
Vancouver	Lord Byng	850		43.06	19.74:1	- overstaffed by 1 FTE
	Magee	880		48.00	18.33:1	- includes 2 ESL FTE's
	Point Grey	865	(68)	50.96	16.97:1	- all inclusive, overstaffed by 2.4 FTE (1 enrolment; 1.4 post-restraint grant)
Vernon	C. Fulton	790		41.50	19.04:1	- 20:1; LA & Sp Ed add-ons
	Vernon	1065		56.125	18.98:1	- 20:1; LA & Sp Ed add-ons
	W.L. Seaton	740	(15)	39.00	18.97:1	- 20:1; LA & Sp Ed add-ons

The FTE staffing complements listed above are all-inclusive, including the administration, library and counselling times built within the staffing formula, as well as the Special Ed. add-ons. After adjusting the overstaffing situations at Cariboo Hill, Lord Byng, and Point Grey by 1.0, 1.0 and 2.4 FTE's respectively, the mean staffing ratio of the above-listed schools is 18.33:1.

It may be of interest to compare the preceding with the projected enrolments and possible staffing entitlements of our proposed 8-12 schools. (Note: Staffing entitlements shown are based on the existing formula of 24.5:1, which may or may not be retained; the FTE's and staffing ratios in parentheses would result if the existing formula AND the "15/16 factor" for senior grades are applied.

APPENDIX IV (cont'd)

	1987-88				1988-89			
	Enrolment	(Sp)	FTE's	Staffing Ratio	Enrolment	(Sp)	FTE's	Staffing Ratio
Barsby	614	(15)	34.5	17.80	753	(15)	40.5 (39.5)	18.59 (19.06)
Wellington	722	(15)	37.0 (36.5)	19.51 (19.78)	877	(15)	44.0 (43.5)	19.93 (20.16)
Woodlands	718	(15)	36.5	19.67	836	(15)	42.0 (41.5)	19.90 (20.14)
N.D.S.S.	1636	(29)	85.5 (82.5)	19.13 (19.83)	1123	(29)	60.5 (59.0)	18.56 (19.03)

p.c.: Senior Staff
Task Force Members

RAB:sal

APPENDIX V

BREAKDOWN OF PROJECTED TEXTBOOK COSTS BY PROGRAMME LEVEL

	All Schools Semestered	NDSS Semestered Others Linear	NDSS Linear Others Semestered	All Schools Linear
Prescribed Texts Core Programme (Sr.)	13,166	39,929	31,168	66,998
Authorized Texts (Sr.)	9,404	9,404	12,763	12,763
Prescribed Texts Optional Courses (Sr.)	6,461	6,461	10,282	10,282
Prescribed Texts Junior Programme	1,555	1,555	4,175	4,175
Authorized Texts Junior Programme	1,495	1,495	1,625	1,625
15% Contingency	4,822	8,827	9,001	14,376
TOTAL	$ 36,903	$ 67,671	$ 69,014	$110,219

APPENDIX VI

BREAKDOWN OF PROGRAMME RESOURCE COSTS BY SUBJECT AREA

Business Education ($400 x 3)

For reference texts primarily. One particular teacher reference supports the student text, cost in excess of $100 and is not listed on the CA 1 list.

Counselling ($500 x 4)

For testing instruments, career education material and/or post-secondary publications (course calendars).

Drama ($400 x 4)

For junior/senior scripts, materials and "start-up" supplies.

English ($500 x 4)

For teacher reference texts, audio visual resources and poster sets.

Home Economics ($400 x 4)

For teacher reference texts, charts, posters and other resources.

Learning Assistance ($1500 x 1 $1000 x 3)

For appropriate grade level diagnostic tests and support materials.

Mathematics ($500 x 4)

For teacher reference texts, charts, models and supplementary materials.

(... cont'd)

Music ($3000 x 1 $2600 x 3)

For sheet music and method books. In junior/senior Band programmes, between 20-35 new charts/arrangements are introduced each year, each costing between $25-$40. With school and district funding inadequate to meet present needs, a great deal of fund-raising is already necessary to support existing Band programmes.

Social Studies ($500 x 1 $1000 x 3)

For teacher reference texts, charts, models and maps. Wall maps typically cost between $100-$125.

Sports Programmes ($4400 x 1 $3600 x 3)

One of the advantages of four 8-12 schools is the increased opportunity afforded students to participate on school teams. If junior teams are to be established at N.D.S.S., and senior teams at Barsby, Wellington and Woodlands, associated costs for uniforms must be considered. The projected costs are based on the following junior teams at N.D.S.S.: 4 Basketball teams, 1 Field Hockey team, 1 or 2 Rugby teams, 1 or 2 Soccer teams, 20 Track & Field uniforms and 4 Volleyball teams. For Barsby, Wellington and Woodlands, projected costs are based on the following senior teams at each school: 2 Basketball teams, 1 Field Hockey or Girls' Soccer team, 1 Rugby or Boys' Soccer team, 20 Track & Field uniforms and 2 Volleyball teams. Based on current prices, a school that offered boys' and girls' teams in the traditional manner would need approximately $5800. The proposed allocations would not provide for all of the above-mentioned teams but would provide a basis from which to supplement by fund-raising or other means.

APPENDIX VII

BREAKDOWN OF EQUIPMENT COSTS BY SUBJECT AREA

SUBJECT AREA	EQUIPMENT	UNIT PRICE	QUANTITY	N.D.S.S. 87	N.D.S.S. 88	RAMSEY 87	RAMSEY 88	WELLINGTON 87	WELLINGTON 88	WOODLANDS 87	WOODLANDS 88
Business Education	dictaphones	430	(20)			4,300		4,300		4,300	
	calculators	180	(25)				4,500		4,500		4,500
Home Economics	varies between schools			3,000		3,000		3,000		3,000	
Industrial Education											
Construction	small tools			5,000							
	shaper	2,000	(1)			2,000		2,000		2,000	
	shaper accessories	1,000	(1)			1,000		1,000		1,000	
	mortiser (etc.)	3,100	(1)			3,100		3,100		3,100	
	disc/belt sander	1,800	(1)			1,800		1,800		1,800	
	finishing sanders	150	(2)			300				300	
	router	300	(1)							300	
	16" planer	5,100	(1)					5,100		5,100	
	8" jointer	2,000	(1)			2,000		2,000		2,000	
	20" band saw	1,600	(1)			1,600				1,600	
Drafting	drafting machine	350	(varies)			350		2,100		2,100	
	blue print machine	2,000	(1)			2,000		2,000		2,000	
	drafting tables	225	(varies)					3,375			
Mechanics	small engines			6,000							
	timing light	500	(1)			500				500	
	volt-amp tester	500	(1)			500				500	
	battery load tester	400	(1)			400				400	
	multi-meter	100	(1)			100				100	
	brake bleed bomb	400	(1)			400				400	
	brake asbestos removal unit	500	(1)			500				500	
	small tools		(varies)			700				700	
	hoist	10,000	(1)			10,000				10,000	
	storage compound	13,900	(1)			13,900				13,900	
Metal	small tools			3,600							
	milling machine	10,750	(1)				10,750				(from NDSS)
	acessories		(varies)				1,000				1,000
	arc welder	3,000	(1)			3,000		3,000		3,000	
	drill press	2,200	(1)			2,200		2,200		2,200	
	drills		(varies)			500		500		500	
	pedestal grinder	1,600	(1)			1,600		1,600		1,600	
	tap & die set	1,000	(1)					1,000			
Science	needs based on Jr. Science equipment list (Ministry)			24,000							
Biology	specimens, slides, models		(various)			3,000		3,000		3,000	
	incubator	395	(1)			395		395		395	
	autoclave	195	(1)			195		195		195	
	stereo microscopes	352	(6)				3,112		3,112		3,112
	sphygmomano meter	136	(6)				816		816		816
	stethoscope	10	(12)				120		120		120
	models		(various)				973		973		973
	wet spirometer	240	(1)				240		240		240
	slides		(various)				1,000		1,000		1,000
Chemistry	glassware										
	water distillation apparatus		(various)			2,000		2,000		2,000	
	PH meter chart										
Physics	laser										
	cloud chamber & power supply										
	wave tank					3,000		3,000		3,000	
	decad scaler										
	geiger counter										
	solenoids	48	(6)				288		288		288
	galvano meters	50	(6)				300		300		300
	AF6 tuning eye tube	71	(6)				426		426		426
	50w rheostat	71	(6)				426		426		426
	current balance	15	(6)				90		90		90
	coulomb law apparatus	28	(6)				168		168		168
	2D apparatus	21	(6)				126		126		126
	power supplies	250	(6)				1,500		1,500		1,500
	spectroscope	500	(1)				500		500		500
				$41,600		$90,675		$61,250		$87,075	

SECONDARY SCHOOL REORGANIZATION

TASK FORCE REPORT

SUMMARY

JANUARY 1987

SCHOOL DISTRICT NO. 68 (NANAIMO)

TASK FORCE MEMBERS:

R. Borelli
P. Bryan
R. Gullison
L. Hedberg
P. McCue
B. Mitchell
G. Montgomery
J. Purhar
B. Slobodian
J. Wynand

FOREWORD

This Summary is a condensed version of the Secondary School Reorganiztaion Task Force Report. The full Report is a much larger document supplemented by many tables and numerous appendices. Copies of the full Report are available for perusal at any of the schools within the District and/or at the Board Office.

Richard A. Borelli,
Director of Secondary Instruction

TABLE OF CONTENTS

		PAGE
1.0	INTRODUCTION	1
2.0	PREPARATION OF THE TASK FORCE REPORT	1
3.0	HISTORICAL PERSPECTIVE	2
4.0	IMPLICATIONS OF 8-12 REORGANIZATION	3
5.0	PROPOSED PHASE-IN PERIOD	5
6.0	CATCHMENT AREAS AND FEEDER SYSTEMS	5
7.0	PROJECTED ENROLMENTS	7
8.0	SCHOOL PROGRAMMES AND COURSE OFFERINGS	8
9.0	DISTRICT PROGRAMMES AND SERVICES	10
10.0	STAFFING CONSIDERATIONS	10
11.0	RESOURCE NEEDS	11
12.0	FACILITIES AND EQUIPMENT	11
13.0	COSTS AND SOURCES OF FUNDING	12
14.0	SUMMARY	13
15.0	TASK FORCE RECOMMENDATIONS	13

1.0 INTRODUCTION

In April 1986, the Board of School Trustees directed senior staff to prepare an implementation plan for grade 8-12 reorganization of the following schools: John Barsby, N.D.S.S., Wellington and Woodlands. The target date for implementation was to be September 1987.

PRESENT ORGANIZATION Grades	School	PROPOSED ORGANIZATION Grades
8 9 10	Cedar	8 9 10
8 9 10	John Barsby	8 9 10 11 12
8 9 10 11 12	Ladysmith	8 9 10 11 12
11 12	N.D.S.S.S.	8 9 10 11 12
8 9 10	Wellington	8 9 10 11 12
8 9 10	Woodlands	8 9 10 11 12

2.0 PREPARATION OF THE TASK FORCE REPORT

In August 1986, a Task Force was established to prepare an 8-12 reorganization plan for presentation to the Board of School Trustees in January 1987 and possible implementation in September 1987.

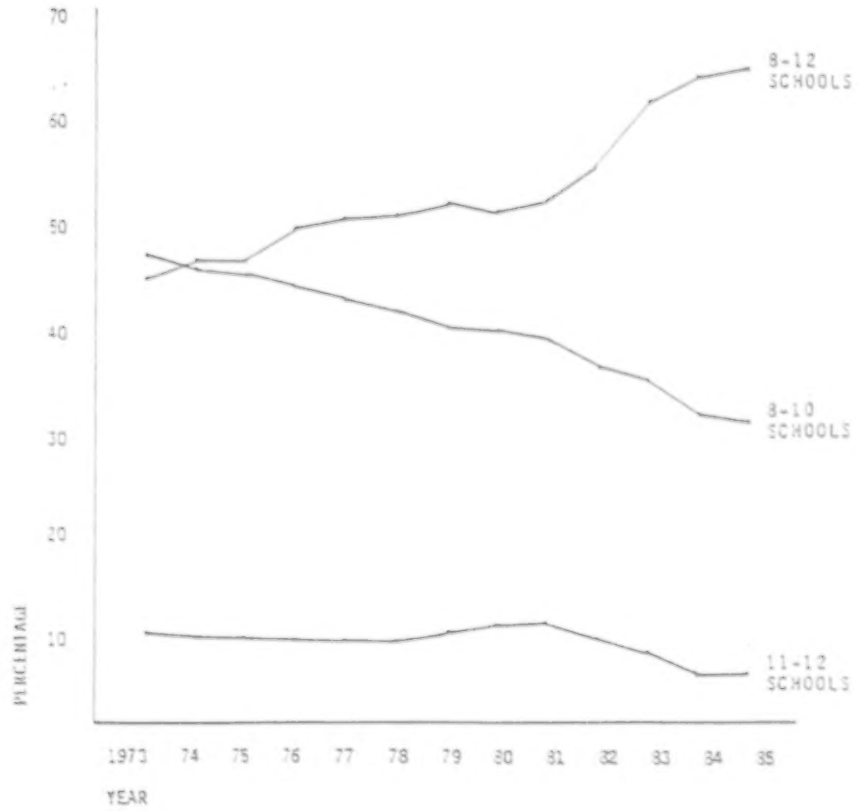
The Task Force consisted of representatives from each secondary school in the District, senior staff, the N.D.T.A., the S.L.C. Federation and the Board of School Trustees. Assisting the Task Force were several sub-committees, each of which studied specific issues and functioned for varying periods of time.

In preparing its Report, the Task Force collected and considered information from a wide variety of sources, both within the District and throughout the province. The Report itself represents the cumulative result of many meetings, much discussion and extensive consultation over a four-month period between September to December 1986.

3.0 HISTORICAL PERSPECTIVE

While Ladysmith Secondary is our only 8-12 school, there has been considerable interest in 8-12 reorganization within the District for a number of years. In 1978, the Board directed a Task Force to study several grade organization alternatives. In 1979, the Board directed senior staff to develop an 8-12 reorganization plan; in 1980, revised enrolment projections resulted in yet another 8-12 reorganization plan. By 1982, reorganization plans became pre-empted by Restraint. But in 1986, with rekindled interest, the Board established the present Task Force to prepare an implementation plan for 8-12 reorganization of four of the six secondary schools within the District.

Since the mid-1970's, there has been ongoing and growing interest in 8-12 reorganization, not only in Nanaimo, but throughout the province. At present, some 65% of all secondary schools in B.C. are 8-12 schools; 30% are 8-10 schools; 5% are 11-12 schools.



4.0 IMPLICATIONS OF 8-12 REORGANIZATION

Part of the interest in 8-12 reorganization within the District relates to the size of N.D.S.S. While "optimum size" may be an arguable point, the net result of reorganization would be a reduced enrolment at N.D.S.S., from 1700 to between 1100-1200 students. Enrolments at Barsby, Wellington and Woodlands would be between 800-900 students.

PERCEIVED ADVANTAGES

Aware of at least 12 districts in which 8-12 reorganization has recently occurred, the Task Force has consulted with these districts, as well as with the Ministry of Education, and offers the following as a summary of the perceived advantages of grade 8-12 organization:

1. **Continuity of educational programmes.**

   Teachers and counsellors assume responsibility for providing educational programmes and services to the same students over a five-year period.

2. **Transition between junior and senior grade levels.**

   Students can advance and/or make up course deficiencies without being separated from their peer group.

3. **Enhanced student-teacher-parent relationships.**

   Teachers and counsellors are able to build better working relationships with students and parents over a five-year period; in turn, students and parents are able to develop an increased sense of belonging and a stronger identity with their school.

4. **Development of student leadership.**

   Senior students can provide positive leadership and role modelling for junior students, and greater opportunities exist for senior students to exhibit leadership in several 8-12 schools than in a single 11-12 school.

5. **Student participation in intra-mural and extra-curricular activities.**

   With fewer students per grade and more grades per school, students are afforded better opportunities to participate in clubs and/or on teams. This is particularly true at the senior grade levels.

6. **Addressing specific needs.**

A five-year secondary system provides a better opportunity to develop and adjust special programmes for students. Potential drop-outs are more likely to stay in school if/where their individual needs are being met.

7. **Staff professional development.**

In an 8-12 school, teachers experience a greater variety in their teaching assignments, and are provided with a broader vision and better appreciation of both programme and pupil needs.

8. **Enhanced teacher morale.**

In an 8-12 school, a wider variety of courses and grade levels are available; in an 8-12 system, transfers from school to school are more acceptable and attainable.

9. **Secondary "school community".**

Serving a more localized catchment/attendance area and maintaining a five-year relationship with its students and parents, the 8-12 school is better able to develop a "secondary school community" than either its 8-10 or 11-12 counterpart.

CONCERNS

The following are offered not as disadvantages of 8-12 organization, but rather as potential problems and/or possible concerns related to reorganization.

1. Resistance to change.

The single major obstacle to change is usually resistance to change itself.

2. Senior programmes and course offerings.

It is often suggested that the 8-12 school can not offer as many senior courses as can its 11-12 counterpart. School size is the primary determinant with respect to variety of course offerings.

3. Less specialization and increase in teacher preparation.

While the 8-12 school provides for a greater variety in teaching assignments, the potential also exists for staff expertise to be spread more widely across a given subject area or even beyond it to other subject areas.

4. **Revised catchment/attendance areas.**

Certain elementary schools will become designated feeder schools for N.D.S.S. At the same time, students presently attending junior secondary schools, but residing in the newly-defined N.D.S.S. catchment area, will have to transfer to N.D.S.S.

5. **Costs.**

With the recent impact of Restraint, any costs associated with reorganization will be of concern.

6. **Maintenance of equity throughout the District.**

Concerns may exist that reorganization is being addressed at the expense of other schools or services within the District.

5.0 PROPOSED PHASE-IN PERIOD

Subject to approval by the Board of School Trustees, secondary reorganization could be accomplished over a two-year period, with grades 8-10 being introduced at N.D.S.S. during 1987-88; grades 11 and 12 being added at Barsby, Wellington and Woodlands during 1987-88 and 1988-89 respectively. (Students presently in grade 11 at N.D.S.S. would complete their grade 12 at N.D.S.S.)

1986-87	School	Phase I 1987-88	Phase II 1988-89
8 9 10	John Barsby	8 9 10 11	8 9 10 11 12
11 12	N.D.S.S.	8 9 10 11 12	8 9 10 11 12
8 9 10	Wellington	8 9 10 11	8 9 10 11 12
8 9 10	Woodlands	8 9 10 11	8 9 10 11 12

6.0 CATCHMENT AREAS AND FEEDER SYSTEMS

In order to accommodate junior grades at N.D.S.S. and senior grades at the three junior secondary schools, existing catchment areas will need to be redefined. In addressing this issue, the Task Force: 1) considered district-wide 8-12 enrolment projections over a seven-year period; 2) maintained secondary catchment areas by feeder school designation rather than by geographic boundary; and, 3) endeavoured to facilitate as many "walk-in" secondary schools as possible, realizing that such would not be possible for all students attending N.D.S.S.

From the following, it can be seen that the proposed N.D.S.S. feeder system would consist of six elementary schools: Fairview is within short walking distance; the other five schools bus into junior secondary schools at present and would continue to bus, but into N.D.S.S. effective September 1987. Cedar Junior would continue to feed students into grade 11 at N.D.S.S.

Cedar	John Barsby	Ladysmith	N.D.S.S.	Woodlands	Wellington
Chase River	Bayview	Davis Road	Fairview	Brechin	Mt. Benson
N. Cedar	Brechin (FI)	Diamond	Gabriola	Cilaire	Rock City
S. Wellington	Georgia Ave.	Ladysmith Int.	Hammond Bay	Departure Bay	Rutherford
Woodbank	Quarterway (FC)	Ladysmith Pri.	Mt. View	Dufferin Cr.	Uplands
	Harewood (FI)	N. Oyster	Pl. Valley	Forest Park	
	Park Avenue	Waterloo	Seaview	Pr. Anne	
	P. Haarer (FI)			Quarterway	
	Pr. Royal		CEDAR		

As of September 1987, all students residing in the attendance area of a school designated as a feeder school for a particular secondary school would attend their assigned/designated secondary school. By way of example, implementation would occur as follows:

Example 1:

A grade 7 student presently attending Pleasant Valley Elementary would enrol in grade 8 at N.D.S.S. in September 1987.

Example 2:

A grade 8, 9 or 10 student presently attending Wellington, but residing in the Pleasant Valley attendance area, would enrol in the subsequent grade at N.D.S.S. in September 1987. (The transfer of grade 8, 9 and 10 students to N.D.S.S. is necessary to alleviate overcrowding at the junior secondaries as they retain senior students. At the same time, transfers would facilitate a balanced enrolment distribution at the junior grade levels at N.D.S.S.)

Exceptions to Example 2 would be made for Chase River students presently in grade 8 or 9 at Barsby, and for Waterloo students presently in grade 8 or 9 at Cedar. Provision would be made for the Chase River students to minimize the number of moves between schools (i.e., from Chase River, to Barsby, to Cedar, to N.D.S.S.). These students would remain at Barsby through to grade 12. The Waterloo students attending Cedar would complete grade 10 at Cedar prior to moving on to grade 11 at Ladysmith: such a situation would help sustain adequate enrolment at Cedar until such time as the Chase River feed-in is fully realized.

TRANSPORTATION IMPLICATIONS

During the first year of implementation when grade 12 students would still be feeding into N.D.S.S. from all parts of the District, several double/multiple bus runs would likely be added to those already in existence. During the second and subsequent years of implementation, however, bus scheduling would be much improved. At Barsby and Woodlands, all students would be within walking distance; at Wellington, only the Rutherford students would require busing. Overall, fewer number of students would require busing and fewer areas of the District would require service. The result would be fewer multiple bus runs and improved scheduling.

7.0 PROJECTED ENROLMENTS

The following enrolment projections are based on the proposed catchment areas and feeder systems outlined in the previous section. Projections are based on current enrolment data projected over a seven-year period, with student attrition/drop-out rates based on the last five years. Specifics with respect to student transfers to N.D.S.S. and exceptions regarding Chase River students at Barsby have been taken into account.

School	Grades	Capacity	1987	1988	1989	1990	1991	1992	1993
John Barsby	8-12	(875)	* 614	753	786	811	834	909	968
N.D.S.S.	8-12	(1700)	1615	1078	1102	1153	1187	1215	1278
Wellington	8-12	(850)	* 721	876	879	861	858	861	869
Woodlands	8-12	(900)	* 713	841	838	846	838	784	783

(* grades 8-11 only during 1987)

As can be seen from the above, Barsby may begin to experience overcrowding by 1992 or 1993. At that time, it may be both necessary and appropriate to phase the secondary French Immersion programme out of Barsby and into N.D.S.S. It may also be necessary to add a portable classroom at Wellington in 1988. No additional requirements would appear necessary at any of the schools until at least beyond 1993.

SECONDARY SCHOOL SIZE (NANAIMO - B.C.)

With enrolments between 800-900 students, Barsby, Wellington and Woodlands would be larger than two-thirds of the secondary schools in the province. As such, there should be little concern that a broad range of educational programmes and curriculum offerings would not be available to secondary students in this District.

8.0 SCHOOL PROGRAMMES AND COURSE OFFERINGS

All grade 8-12 schools would offer a Core Programme consisting of Ministry prescribed compulsory courses as well as a minimum number of recommended electives. In addition to the Core Programme, schools would offer optional electives, the choice of which might vary from school to school.

CORE PROGRAMME

8	9	10	11	12
En 8	En 9	En 10	En 11 Com 11	En 12 Com 12
SS 8	SS 9 CE 9	SS 10	SS 11 * Math * Science CE 11	Lit 12 Geo 12 Hi 12 Law 12
Ma 8	Ma 9	Ma 10	Alg 11 GMa 11	Alg 12
Sc 8	Sc 9	Sc 10	Bi 11 Ch 11 Ph 11 SCT 11	Bi 12 Ch 12 Ph 12
PE 8	PE 9	PE 10	PE 11	PE 12
Fr 8	Fr 9 Ty 9 CSc 9 FN 9 CT 9 WW 9 MW 9	Fr 10 Ty 10 FN 10 WW 10	Fr 11 LAc 11 OP 11 CSc 11 FN 11 CT 11 FM 11 Cst 11A	Fr 12 Ac 12 OP 12 CSc 12 FN 12 CT 12 FM 12 Cst 12A
IE 8				
Art 8 Ba 8 Dr 8	Art 9 Ba 9 Dr 9	Art 10 Ba 10 Dr 10	Art 11 Ba 11 Act 11	Art 12 Ba 12 Act 12

(Note: Full course names are provided in Appendix II of the full Task Force Report.)

Courses above the double line are compulsory courses which must be offered in all secondary schools; courses below the double line are recommended electives which—according to the Task Force—should be offered in all secondary schools in the District. At the grade 11-12 level, all schools would offer 44 courses in the Core Programme.

OPTIONAL COURSES

In addition to the Core Programme, schools the size of Barsby, Wellington and Woodlands would offer 14-18 optional courses at the grade 11-12 level. The recommended number of 58-62 senior course offerings is consistent with existing practices at 8-12 schools enrolling 750-850 students. As a larger school, N.D.S.S. would be able to offer more courses, particularly in some of the specialty areas.

8	9	10	11	12
			VA 2D 11	VA 2D 12
			PTy 11	
			CTy 11	
			Mk 11	Mk 12
				MCP 12
				BCom 12
		CT 10 (LD)	I CT 11	
		FS 10	IFN 11	
		TAC 10		
	Drf 9		Drf 11	Drf 12
		Mel 10(LD)	Mel 11	Mel 12
			Mx 11	Mx 12
	FM 9			
	- - - - - - -	- A Third	Language - -	- - - - - - -
			I Alg 11	PrSt 12
			TMa 11	Calc 12(LD)
	Str 9			
			H Bi 1 (LD)	WCn 12
			Psych 11(LD)	

(Note: **Full course names are provided in Appendix II of the full Task Force Report.**)

The above list would not restrict schools from offering any other Ministry electives or locally developed courses. (N.B. In Industrial Education, it is recommended that each school offer at least four of the six courses listed at the senior level.)

TIMETABLING

Consistent with existing practices in this and in most other districts, secondary school timetabling would continue to be a school-based decision.

9.0 DISTRICT PROGRAMMES AND SERVICES

The Junior Secondary Alternative programmes, presently located at Five Acres and Northfield, would continue to be located at those schools.

The International Baccalaureate and Career Preparation programmes, presently located at N.D.S.S., would continue to be offered at that school.

In the area of Special Education, E.S.L. (English as a Second Language) would likely be moved from Barsby to N.D.S.S. Indian Education would be maintained at Barsby. A junior secondary Special Class programme would be added at N.D.S.S., the funding for which would be provided by the Ministry.

The Secondary French Immersion programme would continue to be located at Barsby, with grades 11 and 12 added in 1987-88 and 1988-89 respectively. Note: It has been suggested that the Secondary Immersion programme might be better located at N.D.S.S. The majority of Immersion students reside in the northern part of the District. Enrolment projections indicate significant growth at the secondary level and there would be sufficient space to house the Programme at N.D.S.S. Busing routes too would lend support to relocating the Programme at N.D.S.S. Such a relocation, however, would reduce Barsby's enrolment and limit its ability to offer a sufficiently broad range of senior courses. To counteract such a reduction in enrolment, Fairview would have to feed into Barsby instead of into N.D.S.S. While Fairview presently feeds into Barsby, and no doubt could continue to do so, parents and students would likely object to being denied access to the secondary school within closest walking proximity. Many of these students would literally have to walk past N.D.S.S. on their way to and from Barsby.

10.0 STAFFING CONSIDERATIONS

A survey of all secondary schools indicates that the Core programme could be offered in all 8-12 schools utilizing professional staff presently employed in the District. While such expertise exists on a district-wide basis, teacher transfers between schools would likely be necessary to address particular programme needs at certain schools. Recognizing that adjustments related to transfer and/or teaching at a different grade level may prove difficult for some, particularly those having taught in one school and at one level for many years, the Task Force is recommending that consideration be given to providing an increased incentive for the Early Retirement Incentive Plan during the next two years.

To provide teachers with orientation and in-service related to new levels of instruction, a Professional Development Plan has been developed. Activities would include inter-school visitations, teacher exchanges, Pro-D Day workshops and summer seminars.

With respect to staffing levels, an adjusted formula is being recommended which would bring the secondary staffing level in line with that of other districts. The net effect of such a recommendation would mean an additional 7.5 teachers although, as indicated in the full Task Force Report, reorganization could be accomplished without additional staffing. With respect to teacher preparation load, there is little reason to believe that reorganization would result in an increased number of preparations for teachers. This is based on information received from 8-12 schools of similar size to that being projected for Barsby, Wellington and Woodlands.

In the area of support services, some additional clerical/support staff will be required to process books, materials and equipment.

11.0 RESOURCE NEEDS

Textbook needs would depend largely on the type of timetable implemented at each of the proposed 8-12 schools. Regardless, all textbook costs related to reorganization would be funded by the Ministry.

To support new levels of curriculum, each school library would require additional books. Projected cost of such upgrading is estimated at $30,000 per school. Other resource needs would include teacher references and basic/essential "start-up" materials for junior and senior programmes in various subject areas.

12.0 FACILITIES AND EQUIPMENT

At N.D.S.S., facilities are such that junior programmes could be readily accommodated; some equipment would be needed to offer junior Science and Industrial Education programmes.

At Barsby, Wellington and Woodlands, facilities would enable most senior programmes to be offered. All junior schools have recently been upgraded in the area of Business Education, and this year, will be fully equipped in the area of Computer Education. Equipment needs would be primarily in the Science and Industrial Education areas. With respect to Industrial Education, all three schools could offer senior courses in Construction, Drafting and Metalwork; Mechanics 11 could be offered at Barsby and Woodlands. The more specialized Career Preparation programmes, as mentioned previously, would continue to be offered at N.D.S.S.

13.0 COSTS AND SOURCES OF FUNDING

Costs related to reorganization can be grouped into three categories:

A. costs which would be funded by the Ministry;
B. costs which could be funded by the Ministry;
C. costs which would have to be funded by the District.

			COSTS	SOURCE OF FUNDING
A.	Computer Equipment Special Class Programme (N.D.S.S.) Textbooks			MINISTRY
B.	Library Books	120,000		
	C.R.C. Materials	5,000		MINISTRY (Capital Expense Proposal
	Programme Resources & Start-up Supplies	44,400	→ $468,900	OR
	Equipment Upgrading	280,600		DISTRICT
	Parking (Wellington & Woodlands)	18,900		
C.	Professional Development/In-Service	28,000		
	Clerical/Support Staff Allocation	10,000	→ $ 38,000	DISTRICT

The total projected cost of reorganization would be $506,900, some of which would be incurred during the first year of implementation, the rest deferred until the second year. In this regard, a Capital Expense Proposal has been submitted to the Ministry requesting $361,625 for 1987-88 and $107,275 for 1988-89.

While the Ministry has been very supportive of 8-12 reorganization in other districts in recent years, there can be no guarantee that provincial funding will be available to meet our needs. Such a decision will depend on the amount of capital monies available relative to the demands for such monies from throughout the province.

14.0 SUMMARY

The Task Force Report is offered as a "how to do it" plan for 8-12 reorganization. It indicates what steps might be taken and where these steps might lead if secondary reorganization is the intended destination of School District 68. Whether or not that destination is reached will ultimately be determined by the elected members of the community, the Board of School Trustees.

If reorganization is to be implemented successfully, schools will need sufficient lead time for preparation. Toward that end, the Task Force is recommending that a decision be made by the end of February 1987 as to whether or not secondary school reorganization will commence September 1987.

15.0 TASK FORCE RECOMMENDATIONS

RECOMMENDATION 1

That grades 8-12 reorganization in School District 68 be implemented over a two-year period, commencing September 1987: grades 8, 9 and 10 to be added at N.D.S.S. in 1987-88; grades 11 and 12 to be added at Barsby, Wellington and Woodlands in 1987-88 and 1988-89 respectively.

RECOMMENDATION 2

That, as of September 1987, secondary school catchment areas be redefined to provide an elementary feeder system for N.D.S.S., and to address enrolment situations at Cedar and Ladysmith secondary schools.

RECOMMENDATION 3

That, as of September 1987, all students residing in the attendance area of a school designated as a feeder school for a particular secondary school will attend their assigned/designated secondary school.

RECOMMENDATION 4

That all grades 8-12 schools offer a "Core Programme" consisting of Ministry prescribed compulsory courses as well as a minimum number of recommended electives. In addition, schools will offer optional electives, the choice of which may vary from school to school.

RECOMMENDATION 5

That a District Committee be established to develop plans and procedures regarding distribution of community scholarships and bursaries, such plans and procedures to be ready for implementation during the 1988-89 school year.

RECOMMENDATION 6

That the Secondary French Immersion programme continue to be located at John Barsby, with grades 11 and 12 added in 1987-88 and 1988-89 respectively.

RECOMMENDATION 7

That a junior secondary Special Class programme and appropriate support services be provided for grades 8-10 students at N.D.S.S.

RECOMMENDATION 8

That teachers be duly advised/reminded of the relevant sections of Policy, Procedure and the Agreement well in advance of any transfer process relative to reorganization.

RECOMMENDATION 9

That, during budget preparations, serious consideration be given to providing an increased incentive for the Early Retirement Incentive Plan (E.R.I.P.) during the 1987-88 and 1988-89 school years.

RECOMMENDATION 10

That, during budget preparation for 1987-88, serious consideration be given to reducing the secondary staffing formula from 24.5:1 to 23.5:1, and to eliminating the "15/16 factor" presently applied at the senior grade level.

RECOMMENDATION 11

That, to assist schools in preparation for reorganization, an allocation of up to 1,000 hours of clerical/support staff time be provided prior to September 1987, and an additional--but as yet undetermined--allocation of hours be provided prior to September 1988.

RECOMMENDATION 12

That professional development be considered an integral and essential component of the implementation process, and that the proposed Professional Development Plan be funded by the District as a necessary cost of Reorganization.

RECOMMENDATION 13

That the Board of School Trustees decide by the end of February 1987 as to whether or not secondary school reorganization will commence September 1987.

RECOMMENDATION 14

That, should the Board decide to commence secondary school reorganization effective September 1987, such a decision be accompanied by a commitment of funding sufficient to cover all costs as proposed within this Report.

RECOMMENDATION 15

That, should funding be provided to enable certain schools to be reorganized on an 8-12 basis, future mechanisms be established and funding provided to ensure equitable maintenance of all secondary schools, as well as elementary schools and district programmes.